BOARD OF EDUCATION.

SPECIAL REPORTS

ON

EDUCATIONAL SUBJECTS.

VOLUME 5.

EDUCATIONAL SYSTEMS OF THE CHIEF COLONIES OF THE BRITISH EMPIRE.

(CAPE COLONY: NATAL: COMMONWEALTH OF AUSTRALIA: NEW ZEALAND: CEYLON: MALTA.)

Presented to both Houses of Parliament by Command of Her Majesty.

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[Introductory Letter to Volumes 4 and 5 of the Series.]

To Sir G. W. KEKEWICH, K.C.B.,

Secretary of the Board of Education

SIR,

I HAVE the honour to present to you the accompanying volumes of Special Reports, descriptive of the Educational Systems of the chief Colonies of the British Empire.

In 1897, after the celebration of the completion of the sixtieth year of Her Majesty's reign, it was decided that steps should be taken to prepare a series of reports on Colonial Education. The Secretary of State for the Colonies, when approached on the subject by the Lords of the Committee of Council on Education, approved the plan and forwarded, with a covering letter, to the Education Departments of Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, North-West Territories, British Columbia, Prince Edward Island, Newfoundland, New South Wales, Victoria, South Australia, Queensland, Tasmania, Western Australia, New Zealand, Jamaica, British Guiana, Cape Colony, Natal, Malta and Ceylon,* a letter in which their Lordships requested the favour of the co-operation of the Colonial Authorities in the preparation of the projected reports.

With a view to facilitating a comparative survey of the systems of education now in force in different parts of the Empire, it was suggested that each report should give a short history of the growth of the present system, and refer, if possible, to the following subjects:—

(1) The central and local administration of education; the number of children and students at school or college; regulations for school attendance, and the methods by which they are enforced.

(2) Finance; the cost of education to the State and the amount of such cost borne respectively by the central authority, by the local authority, by the parents of scholars, or by voluntary subscribers, as the case might be; and the amount of school fees, if any are charged.

(3) How far private schools of different grades and types exist outside the State system of education.

(4) The arrangements made for the inspection of schools and the method of appointing the inspectorial staff.

(5) The provision made for the teaching of singing, drawing, cookery, and domestic economy; for manual training and practical instruction, and for drill and physical exercises.

* The selection of the above mentioned Colonies was made on the advice of the Colonial Office. It is hoped that a later volume will contain accounts of the educational systems of Mauritius, the Straits Settlements, Hong Kong, the Gold Coast, Lagos, and Sierra Leone. Students of education desiring information about education in India will find a valuable summary in Mr. J. S. Cotton's *Progress of Education in India*, 1892-3 to 1896-7: *Third Quinquennial Review*. (Cd. 9190, 5/5½.) 1898.

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(6) The regulations for religious instruction.

(7) The method of appointing teachers in the elementary schools, the scale of their payment, the arrangements made for their professional training; how far there prevails a system of pupil teachers or apprentice-teachers; the proportions, respectively, of men and women teachers, and the arrangements made for pensions for teachers in elementary schools.

(8) How far, if at all, free meals are provided for needy scholars in elementary schools, and, if so, at whose cost.

(9) The arrangements for continuation schools or classes, where such exist.

(10) The provision of higher (including University) and secondary education, and how far such are subsidised by the State, and how far under its inspection and control.

(11) The arrangements for technical, commercial, and agricultural instruction.

(12) Reformatory and industrial schools.

(13) Schools for the blind, for the deaf and dumb, and for mentally defective children.

It was also suggested that each report should embody (preferably in the form of an Appendix) such part of the elementary school Code as dealt (1) with the course of studies, and (2) with regulations for the building and equipment of schools.

To the invitation thus given there was a cordial response, and in the course of the following year reports were received from sixteen out of the twenty-two Colonies approached.

In the remaining cases, however, long delay supervened and circumstances at length made it necessary to prepare a certain number of the reports from official materials supplied by the Colonial Authorities and supplemented by other documents available for the purpose.

In the meantime, however, considerable changes had been taking place in the educational systems of several of the colonies from which reports had been received in the course of 1898. Many of these changes were of an important character and of general interest to students of education all over the world. In several cases, also, important reports on education had been issued by the Governments concerned.

The whole series of reports, therefore, has been revised and greatly enlarged, and the statistics, as far as possible, have been brought up to date. Notices of material changes in the courses of study or in methods of educational administration, together with abstracts of recently issued official papers on colonial education, have been embodied in the reports, and some additional articles have been prepared on recent developments in agricultural education and manual training. It is hoped that in their present form the volumes may prove useful to those interested in studying and comparing the educational systems of the chief British Colonies.

As the work has proceeded, those engaged in the preparation of the reports have been increasingly impressed by the varied interest of the subject and by its growing importance. The most striking features of the reports, taken as a whole, may be summarised as follows:—

(i.) During the last two or three years there has been an evident growth of interest in educational questions in nearly every part of the Empire. Within the last twelve months there have been remarkable and significant changes in the educational systems of some of the Colonies.

(ii.) The chief characteristic of education throughout the British Colonies is the freedom with which it has been allowed to adjust itself to the different needs experienced by different parts of the Empire. There has been no centralised control over educational policy, though literary and other traditions have naturally had a strong influence on the scope and methods of instruction. The educational systems described in these volumes are marked by the utmost variety of legislative enactment.

(iii.) But, at the same time, it is impossible not to be struck by indications of an increasing sense of the importance of united effort in such branches of education as bear on the economic welfare or collective interests of the Empire as a whole. This shows itself in an evidently growing desire to compare notes on educational matters and to benefit by the educational experience of other parts of the Empire where similar difficulties have been encountered.

(iv.) There are many signs of uneasiness as to the possible dangers which may result from a tendency to bookishness in elementary education, and from a divorce between school studies and the practical interests of daily life.

(v.) As a corrective of what is hurtful in such a tendency, and in order to secure what is in itself a valuable and generally attractive element in education, there is a vigorous movement in favour of the introduction of various kinds of manual training and of simple forms of technical education into primary schools.

(vi.) There are indications of difficulty in regard to the aim, scope and subject-matter of the education of native races, and some signs of disappointment at the ethical and social results of purely literary forms of primary instruction.

(vii.) Speaking generally, there is comparative weakness in the provision of higher education, and especially of that type of secondary education which in this country is given at the great public schools. As a rule, secondary education has hitherto been left in the main to denominational and private effort.

I desire to take this opportunity of acknowledging the courtesy of the various Colonial Authorities in furnishing reports for publication in this volume, and for their assistance in many

other ways. I am indebted to the Agents General in London for New South Wales, Victoria, South Australia, Queensland, Tasmania, Western Australia and New Zealand for much help and valuable information. My special thanks are also due to Mr. J. G. Colmer, C.M.G., Secretary to the Office of the High Commissioner of Canada; to Mr. Just, Librarian in the same Office; to Mr. W. T. R. Preston, Inspector of Emigration Agencies for Canada; to Mr. Spencer Brydges Todd, C.M.G., Secretary to the Department of the Agent General for the Cape of Good Hope in London; to Dr. ThosMuir, F.R.S., Superintendent General of Education at the Cape of Good Hope; to Mr. R. Russell, junr., Secretary to the for Agent General for Natal in London; to Dr. Morris, C.M.G., Imperial Commissioner of Agriculture for the West Indies; to Mr. E. B. Sargant, formerly of the Civil Service Commission; to Mr. C. P. Lucas, C.B., Mr. H. W. Just, C.M.G., and Mr. E. im Thurn, C.B., C.M.G., of the Colonial Office; and to my colleagues Mr. A. E. Twentyman, Mr. R. Balfour, Miss Beard, Miss Green and Miss Matheson.

I have the honour to be, Sir,

Your obedient servant,

MICHAEL E. SADLER,

Director of Special Inquiries and Reports.

December, 1900.

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THE

HISTORY AND PRESENT STATE

OF

EDUCATION IN CAPE COLONY.

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HISTORY AND PRESENT STATE OF EDUCATION IN CAPE COLONY.

Part I.—Historical.

1. The History of Education in Cape Colony separates itself naturally into four periods, viz.:—

(*a*) The period of the rule of the Dutch East India Company, say 1652—1806;

(*b*) The first 32 years under the English Government, say 1806—1839;

(*c*) The period of the establishment and development of the Herschel system, say 1839—1865;

(*d*) The period from the passing of the Education Act of 1865.

A.—Dutch Period, 1652—1806.

2. The date of the first Dutch settlement at the Cape was 1652, and almost from the beginning some slight regard seems to have been paid by the Government to providing elementary instruction. In 1656, a school, said to be the first, was established in Cape Town for the instruction of slave children from the West Coast, the teacher being a "sick visitor" (sieckentrooster), and the course of instruction embracing reading, writing, casting up accounts in gulden and stivers, the singing of psalms and the repetition of the catechism and prayers. The school lived only for a few weeks, but in 1661 it was re-started under the same teacher, who was then engaged for three years. Towards the end of 1663 another school was opened with 17 pupils, of whom 4 were slave children, 1 a Hottentot, and 12 Europeans. This venture was more successful; in time the attendance increased, and as long as the second teacher lived good work continued to be done. The former school must after a time have been closed, for towards the end of 1676 we find that it was resolved to obtain a qualified teacher for the instruction of coloured children, and in the meantime to allow the cleverest of such children to attend the school for Europeans. The school fees at the latter were, 6 heavy dubbeltjes per month for the alphabet class, 10 for those learning to spell and read, and 16 for those being taught arithmetic; children who were unable to pay were to be taught "for the love of God." Seven years later (1683) the first school at Stellenbosch was begun. The Council of Policy bore the greater part of the expense of the erection of a suitable building, having "furnished the nails" and provided carpenters and masons to do the work. The standard aimed at in the school was ability to pass an examina-

tion before the consistory preparatory to being publicly admitted as members of the Church. The teacher, in addition to his school duties, acted as "sick-visitor" and conducted divine service every Sunday; his salary was 50*s.* a month, with a free house, a large garden, and some small school fees. Much interest was taken in the school by Van der Stel, who used to pay it a visit yearly. In 1690, the first infant school, viz., a school for children under seven years of age, was started in Cape Town. A further step was taken in 1700 when the Dutch population of Drakenstein was, like that of Stellenbosch, provided with a sick-visitor and schoolmaster in one person. At Drakenstein instruction in French to the children of the Huguenots was for some time given, but, in consequence of directions received from Holland as to the "killing" of that language, orders were issued in 1702 that only Dutch was to be taught.

It would thus appear that at the end of the 17th century there were three school centres, viz., Cape Town, Stellenbosch, and Drakenstein, where small groups of children received a semi-secular education under the care of the Church.

3. During a considerable portion of the next century there is little evidence of an improved condition of affairs; indeed, even so late as almost the middle of the century, not one additional school centre had been established. It is true that in 1714, under Governor De Chavonnes, a general ordinance in regard to schools—probably the first of its kind—was promulgated. Its object, however, was not the encouragement and dissemination of education, but the restriction of the office of schoolmaster to such men as were competent, God-fearing, attached to the principles of the Reformed Church, and willing to be subject to certain regulations in the conduct of school work. Most of the regulations, it may be noted, concerned religious teaching and observances, but there were also included such matters as the separation of the sexes in school and church, the treatment of late-comers and absentees, the behaviour of pupils on their way from school, the number of holidays, and the destination of the school fees. To ensure that the ordinance might be effective, a Commission consisting of three "scholarchs," viz., the "secunde,"* the clergyman and the captain was appointed under the authority of the Governor and Council. In the same year, and apparently in connection with the promulgation of the ordinance, a high school was established in Cape Town, where instruction was given in the Dutch and Latin languages. The Council appointed the rector and for some time gave financial aid; but the school met with slender support from the burghers and was finally discontinued by the Government in 1725. Beyond Cape Town the ordinance seems to have had no stimulating effect; indeed, in course of time, the state of education in the country districts became worse. In many cases the task of educating the young was entrusted for short periods to sailors and soldiers, who had been discharged from the service of the East India Company, and who were almost always men of very scant

* The next in authority to the Governor.

education. The evil effects resulting from this were recognised by Governor-General Van Imhoff, who called at the Cape and made a journey up-country while on his way to Batavia in 1743; and, on his recommendation, it was resolved not to allow discharged servants of the Company to act as private teachers. At the same time two new school centres were fixed upon, viz., those afterwards known as Tulbagh and Malmesbury, and shortly afterwards they were each provided in the usual way with a sick-visitor.

4. During the next 30 years no change for the better took place. Improvement, indeed, could scarcely be expected under the circumstances. The population was gradually becoming more and more scattered; the difficulty of administration was steadily increasing; and the funds both of the East India Company and of the subordinate Government at the Cape would not allow of the expenditure required. Notwithstanding the re-issue in 1769 of the prohibition regarding the employment of discharged servants as teachers, the practice continued to be followed, and there are not wanting other evidences of disinclination on the part of the burghers to fall in with the plans of the Government officials.

5. In 1779, in consequence of complaints from the licensed schoolmasters of Cape Town to the effect that their pupils were being drawn away by unlicensed rivals, the School Commission was constrained to make an investigation into the matter. This accounts for the existence of an interesting detailed report on the schools of Cape Town—the first document of its kind—the original of which was submitted to the Governor and Council on the 2nd September of that year. From this it appears that there were then eight public elementary schools giving instruction to 696 children in spelling, reading, writing, and the elements of religion according to the tenets of the Dutch Reformed Church; and that the largest of the eight had a total of 136 pupils on the roll, including 25 slave children, and the smallest, 50 pupils, of whom 16 were slave children. There were also a "Slave Lodge" school with a roll of 84, and the private schools complained of, which, the Commission asserted, confined themselves to the teaching of the French language and other branches of knowledge, and did not interfere with the work of the public schools.

6. However satisfactory this list may have been as regards numbers, it is unquestionable that the standard of education was not high. It was in the country districts, however, that the greatest neglect prevailed. This was well known both to the officials at the Cape and to the Directors (Board of Seventeen) in Holland. We find, for example, that a regimental chaplain was much struck with the condition of affairs, and in 1788 addressed a long memoir to the Governor and Council on the subject; and that a year later a letter from the Board of Seventeen pointedly raised the whole question of the best means of promoting education. To the latter communication the reply of the Governor and Council was such as might have been

expected in the then depressed condition of the Company's funds. Their belief was that schools ought to be started in the most thickly populated centres, but that this should be done without burdening the country with the expense. The matter was referred to the Scholarchs, who in reply pleaded that they had done their best, that the great difficulty was the want of competent teachers, and that to supply the want men should be obtained from passing ships, and every "precentor" appointed from that date to a country church should be bound to act also as schoolmaster.

7. At length, in 1791, the conscience of the leading citizens became aroused, and the Scholarchs, probably under the pressure of public opinion, issued a plan for the improvement of schools generally, and the establishment in Cape Town of a good school for instruction in French and Latin. The plan was prefaced by a statement as to the great need for action. "Our schools in general are in so bad a state that our youth can scarcely be fairly grounded in spelling, reading, writing and the elements of arithmetic, not to mention singing and instruction in the truths of our holy religion, which is of the most consequence." The Government was exonerated in the document, the ordinance of 1714 and the resolutions of 1743 and 1769 being referred to as evidences of zeal. The Scholarchs of previous years were also declared free of blame, for was it not the case that they had thought of the sad state of affairs with the greatest grief, seeing what would become of the so-blessed country if improvement did not take place. The real cause was again declared to be the poor quality of the schoolmasters, men who had never been trained to that employment, whose handwriting was only tolerable, spelling bad, and arithmetic no further advanced than the rule of three. It was recommended that competent teachers should be obtained from Holland, that good salaries—details of which were specified—should be offered, and that with this end in view the public should be invited to contribute towards the formation of a school fund of 43,000 guilders, the interest of which might be utilized to supplement the school fees.

The scheme contained many good points, and being thought out in practical detail evidently commended itself to the citizens of Cape Town, for in a short time the large sum of 60,000 guilders (about 3,000*l.*) was raised. A building for the use of an advanced school was purchased, and work was definitely begun in 1793. Little came of the venture, however, failure doubtless being in part due to the interruption in general affairs caused by the English occupation, which took place two years later. An attempt to re-open the school in 1803 had also very little reward, an active competitor being a school started on more popular lines by the "Maatschappij tot nut van 't Algemeen" (Public Benefit Society).

At the commencement of the nineteenth century, therefore, there was nothing to show for the enlightened zeal of the reformers of 1791 except the fund which they had collected, and which fortunately had been placed in safe keeping.

8. In 1803 a vigorous personality appeared on the scene. This was De Mist, the Commissioner-General sent out by the Batavian Republic to take over the Colony from the English authorities. After a year's residence in and travelling through the country, the general neglect of education had forced itself upon his attention. He found in Cape Town, to say the least, an absence of system and organisation, and in the country districts "a general want of acquaintance with the first elements of knowledge," and he thereupon made up his mind that there was urgent need for "an entirely new creation of a regular school system." Having done so, the Commissioner-General did not stop there, and what actually was a "new creation" appeared in the form of a lengthy school ordinance, which bears the date 11th September, 1804, only a fortnight before he laid down his authority. It consisted of two parts, the first of which was promulgated by Governor Jannssens in the Kaapsche Courant (Cape Gazette) between 9th March and 18th May, 1805.

9. This first part dealt with the establishment and government of public schools of various kinds. For the government and general management a Commission of Scholarchs, seven in number, was to be appointed in place of the previously existing "college" of three scholarchs, and very extensive and absolute powers were given to it. There was further the important new provision that the landdrosts (magistrates) and ministers of the country districts should be honorary members of the Commission, in order that the wants of places outside Cape Town should not be forgotten.

Most important among the schools to be provided for was a training school for teachers; in fact, as many as thirteen of the total thirty-two clauses of the first part of the Ordinance concerned this school. A suitable building for it was to be procured in Cape Town, properly qualified teachers were to be brought from Holland, the honorary scholarchs were to encourage capable youths from country districts to come to it, orphan and poor children were to have special assistance while in attendance, the course of instruction was to extend to five years, and those who passed out of it were to be for 10 years at the disposal of the Scholarchs for service in schools. More noteworthy still was the provision that, after the lapse of the first five years, no teacher was to be permitted to give public instruction anywhere in the colony unless he had been taught at the Training School and had left with a satisfactory certificate. Non-colonial youths had their interests safe-guarded to a certain extent by a provision which made them eligible if they had passed an examination before the Scholarchs; but they were placed at a disadvantage by a clause which gave the preference to a pupil of the Training School when the qualifications of the outsider were only equal to his.

Provision was also made for starting in Cape Town a boarding and day school for boys, in which, in addition to the ordinary elementary subjects, there were to be taught—on the mental side, book-keeping, modern languages, mathematics, geography,

natural and civil history—and, on the physical side, "the civilising, useful and healthful exercises of music, dancing, fencing, riding and such like." In this case, as in others, the teachers were, at the outset, to be imported.

Similarly, there was to be instituted a boarding and day school for girls, in which, in addition to the ordinary elementary subjects, there were to be taught "the most usual living languages, music, dancing, drawing, and other useful and civilising arts, and proper and healthful pleasures." Further, it was enjoined as one of the principal objects of the school "to teach them female handiwork and domestic housekeeping; above all to discontinue the needless and uncivilising custom of being attended by female slaves from their earliest infancy, and on the contrary to accustom them to help and clothe themselves, to provide for their own necessities, &c."

Little is said regarding the lower mixed schools of Cape Town, on account of the fact that these were intrusted to the care of the "common council"; provision was only made that in the appointment of teachers the School Commission was to be consulted, and that the school fees of indigent children attending such schools should be provided for out of funds at the disposal of the Commission.

Districts outside Cape Town were also carefully kept in view. Simon's Bay was especially mentioned as a suitable place for what would now be called "a higher grade elementary school," and the Commission was charged to encourage the erection of buildings for boarding and day schools elsewhere, to fix the public and private emoluments of such schools, to examine them with the aid of the honorary Scholarchs, and to appoint and dismiss the teachers. Even a farmer's private school was to have its wants attended to, if the farmer made application to the School Commission, and satisfied the Commission as to the reasonableness of the payment of the teacher supplied, and of the conditions of service.

The Ordinance showed comparatively little interest in so-called "Latin" schools, it being carefully enjoined that the schools above provided for were to form "the first and principal care of the School Commission." The existing Latin school was, however, to be encouraged, and certain regulations were laid down for it.

The most curious provision of all was that contained in the second clause from the end, which may be briefly described as a clause instituting *indirect compulsion*. The framer recognised that "means of persuasion might not be sufficiently powerful alone to move parents and guardians to send their children or wards to some one or other of the above described institutions to receive instruction," and he enjoined accordingly that, subject to the Governor's power of intervention in special cases, no person born in the Colony after 1st January, 1800, should ever be appointed to any Government post having a salary of 300 Cape rix-dollars attached to it, unless he had received his elementary education at one of the aforesaid schools, nor to a post with a

salary of 1,000 Cape rix-dollars, unless he had also passed creditably through the highest class of a Latin school.

Little reference was made to religious instruction and observances—extraordinarily little, indeed, as compared with what appeared in the Ordinance of De Chavonnes. The only provision bearing on the subject was that in the boys' and girls' boarding schools; instruction was to be given "in the first principles of the Christian religion," and this is coupled with the noteworthy condition that such instruction was, as far as possible, to be in accordance with the guidance of the church to which the parents of the pupils belonged.

10. The second part of the Ordinance dealt with the financial side of the matter, that is to say, with the provision of the requisite funds for the support of the schools referred to in the previous part.

In the first place, it of course handed over to the new Commission the fund up till then under the control of the college of scholarchs.

Next, and at considerable length, it provided that there should be appropriated for educational purposes the import duties on beer and wine, a percentage on every bank loan contracted, a horse tax, a tax on private conveyances, a small tax on every slave kept, and a heavy penalty on every slave emancipated, a compulsory legacy from every testator and a percentage on all legacies and inheritances derived neither from ascendants nor descendants, a tax on club members and a heavier tax on stewards of such clubs, innkeepers and billiard-table keepers. All these were derivable either specifically or by implication from the inhabitants of Cape Town and the Cape district.

It might be thought that the provision thus made was ample, but the framer of the Ordinance had clearly resolved that there should be no miscarriage for want of funds. Accordingly another clause was inserted, providing for the payment of a "school contribution" proportioned to the value of the estate of each inhabitant of Cape Town and the Cape district, the amount of the rate being determined by the Governor and Council according to the needs of each year.

The country districts were again kept in view by enacting that, after Cape Town had been provided for, the Governor and Council should determine "the annual contributions to be paid in each *drostdy* (magistracy) for the benefit of the church and school fund."

11. For some unfortunate reason or other this second part of the Ordinance was never promulgated by Governor Jannssens; consequently, although the appointment of the first members of the School Commission was notified in the same Gazette which contained the early clauses of the first part of the Ordinance, no rates or taxes could possibly be available for their work. And to add to their difficulties, only 10 months after their appointment the capitulation was signed by which the fatherland of De Mist ceased to have connection with the Colony, and was replaced by England.

12. One cannot help looking upon De Mist's Ordinance as a remarkable educational document. The idea of placing all public schools under purely Government control, the detailed scheme for a training school, the plan for eliminating uncertificated teachers, the means devised to compel thoughtless and neglectful parents to send their children to school, and, above all, the scheme for annually replenishing the school fund by means of special taxes and rates, are evidences of a man of marked administrative ability, of broad and liberal mind, and of wide and intimate knowledge of educational needs and the best modes of supplying them. Unfortunately he had come into the Cape world long before his time, and by reason of European political changes, the time was out of joint. Although giving no details of the Ordinance, Theal says it "met with such decided opposition from the farmers that nowhere except in Cape Town could such schools be founded. Better no education at all from books than instruction not based on religion was the cry from one end of the Colony to the other," and he gives it as his opinion that even if the Colony had not changed owners, the Government would have been forced to give way.

13. Although the Commission was, as we have seen, quite insufficiently provided with funds, it did not fail to do its best to carry out such small parts of De Mist's scheme as were feasible. With Government help to the extent of 4,000 rix-dollars (600*l.*), the proposed girls' boarding and day school was started with fair prospects of becoming permanent, and a little later the similar school for boys, but unfortunately the latter did not live more than a year. The Archives show that during the first half of 1805, while De Mist's Ordinance was appearing in the Gazette, these and other educational matters bulked largely in the proceedings of the School Commission and of the Council of Policy. Indeed in no corresponding period do such affairs crop up so often in the minutes of the latter body; the outcome of it all being a scheme, resolved upon on July 3rd, which provided for the engaging of a master and his wife and a teacher of writing for the new girls' school just mentioned, the training of about half-a-dozen pupil teachers at an expense of 300 rix-dollars per annum, the payment of 150 rix-dollars annually to each of the licensed masters of the elementary schools, the payment of a teacher of Latin and Greek, the payment of a teacher of French and Dutch, and the payment of salaries to the treasurer, clerk and messenger of the Commission. Only six months, however, after the taking of this resolution, the Colony changed hands.

[For fuller detail in regard to the history of this period, see :— Report of Education Commission (1863), pp. vi–xv, iand Appendix V., pp. 1–21.

The appendix to the above report is very valuable, its contents being described as "Placaats, Resolutions, Proclamations, Government Advertisements, Minutes, Reports, &c., on Education, from 1676 to 1861." In particular it should be noted that De Chavonnes' Ordinance of 1714, the Scholarchs' Plan of 1791 for

the improvement of schools, and De Mist's Ordinance of 1804 are there given in detail. Most of the originals of these and many others have been copied and collected for future publication by Mr. Leibbrandt, the Keeper of the Colonial Archives.

The passages in Theal's "History of South Africa" which bear on the matter are to be found at I. pp. 153, 255, 389, 421, 452; II. pp. 21, 36, 83, 239, 326; III. p. 99. See also Theal's Abstracts of Debates and Resolutions (1881), pp. 78, 148, 149, 208; and Theal's Catalogue of Documents (1880), pp. 57, 60, 61.]

B.—First English Period, 1806–1839.

14. The first year under the English Government was naturally an unproductive one, so far as education was concerned; but about the commencement of the second year a letter of enquiry was addressed to the School Commission, and, in consequence, the Commission submitted a report on the work done from the time of its appointment. From this it was ascertained that the income from the fund under its control was about 200*l.*, the whole of which was spent upon the paid officials of the Commission, viz., the treasurer, clerk, and messenger. The schools under the immediate inspection of the Commission were stated to be the Latin School and Girls' School above referred to, together with eight "common Dutch schools." Those receiving financial aid from the Commission were the two former, with 7 and 25 pupils respectively. Those receiving no aid were apparently those which needed it most, namely, "the common Dutch schools," with a roll of about 800. One school neither aided nor inspected by the Commission was also referred to, namely, the school of the Public Benefit Society before mentioned. This latter was a mixed school, having upwards of 50 pupils.

It would appear that, immediately on the receipt of this report, the Commission was assured of the countenance and assistance of the Government in any measure for the improvement of education, and that its attention was drawn to the desirability of encouraging the teaching of English; for, a month later, the members justified by letter their apparent neglect of this subject, and re-started and subsidised a purely English school which had formerly existed as a private school, and also promised to do their utmost to secure a proper person for teaching English at both the Latin School and the Girls School.

15. During the next two years, however, little, if any, progress could be reported; in fact, in 1809, the list of schools under the Commission had diminished, the eight "common Dutch schools" having fallen to six, and the number of pupils enrolled in them to 515. The Commissioners then stated that about 450*l.* would be needed annually from the Government to keep the higher schools going, and suggested, as on a former occasion, that another sum of 180*l.* should be given in order to

pay a small fixed salary to the masters of the "common Dutch schools."

16. After another lapse of two years, a fresh movement in favour of the dissemination of education took place. It would seem that in the course of his first circuit, in 1811, the Chief Justice had reported on the state of education in the country districts; and that, in consequence of this report, the Government in 1812 addressed a circular letter to the various landdrosts, in which their attention was drawn to the fact that, except in the case of a few well-to-do households, "no sort of instruction for the young people of the country districts is procurable, either towards grounding them in their religious duties, or even in the necessary points of reading and writing." When the replies of the landdrosts came in, they were forwarded for the consideration of the School Commission, which, six months later, submitted to the Governor a careful report on the various suggestions contained in the replies.

The Governor, Sir John Cradock, was evidently in earnest in regard to the matter which he had thus taken up, for only a fortnight elapsed between the receipt of the Commissioners' report and the forwarding of a reply to it, which, with certain modifications and extensions, adopted their views and authorised them to proceed at once to carry them into execution.

So far as Cape Town was concerned, the needs of the Latin School were to be attended to, the Girls' School and the English School were to be assisted as before, an additional English school was to be aided, and 15*l.* a year was to be paid to each teacher of the ordinary Dutch schools, now seven in number. As for the country districts, the proposal was to establish schools at Zwarteberg (Caledon), Stellenbosch, Paarl, Zwartland (Malmesbury), Tulbagh, Swellendam, Graaf-Reinet, Uitenhage, George and Simon's Town, under the authority of the Government, the control of the Commission, and the immediate superintendence of a local body. The teachers of these schools were, as a rule, to be the resident church clerks, and, if so, were to receive a salary of 60*l.* per annum from the Government, a grant of a piece of land, and half the school fees. Care was taken, however, to see that the church clerks were competent, for they were directed to proceed to Cape Town to be tested; and provision was made for the appointment of another person in the event of any clerk being found unsuited for the post. Steps were to be taken also towards securing four itinerant teachers for the remote and thinly inhabited districts of Roggeveld, Hantam, Langekloof and Bruintjes Hoogte (Somerset East), for whom a Government grant of 30*l.* to 45*l.* was to be available. The importance of a knowledge of the English language was to be borne in mind in the appointment of teachers from that date, and promise was made of an additional 15*l.* to the salary of any teacher who was able and would undertake to instruct his pupils in that language. The Commission was also told that further pecuniary aid would be at their disposal for extending school establishments throughout the settlement, and that the

Governor had perfect reliance that "the zeal, wisdom, and experience of your Commission will be afforded to him in carrying into effect an object of much vital importance to the Colony."

The eagerness for action which appears in this document creating "Church Clerk Schools" under Government control and subsidy, was manifestly real and not assumed, and due credit should be given to Sir John Cradock in consequence.

17. The constitution of the School Commission, under whose control the Church Clerk Schools were to be carried on, was at this time almost the same as under De Mist's Ordinance; but towards the end of 1812 a slight alteration in its complexion was made by the addition of the Lieutenant-Governor and the English Colonial chaplain. Nor did Governor Cradock cease effort with the establishment of the new scheme of schools; they formed, indeed, but a part of the general benevolent policy which marked his term of office. In the middle of the following year a powerful appeal contained in a Government minute was made to the inhabitants of the Colony for subscriptions towards a fund "which will alike secure the incessant distribution of the Scriptures and the uniform progress of Education." The original intention of the Government had been to impose for this purpose a tax, varying in proportion to the expense of public education in each district; but that this was departed from because, as the minute averred, the Government was convinced of the eagerness of the inhabitants to have suitable education provided for their children, and that a request for voluntary subscriptions would prove quite as effective. The scheme involved a widening of the sphere of action of the School Commission, and, as a consequence, the minute altered the designation of the Commission and appointed several additional members. The new name was to be the "Bible and School Commission," the Governor was to be patron, and the Colonial Secretary, the military chaplain, and the minister of Simon's Town were to be ordinary members. The members of the Commission were earnestly solicited to "enlarge their sphere of superintendence and action," and were directed to publish an account of their expenditure in the Gazette once every six months, and to report on the number of bibles distributed in the different languages, &c.

18. A week after appointment the Commission issued a manifesto, in which, after setting forth their intentions as regarded the distribution of the Scriptures, they stated that, notwithstanding the establishment of the Church Clerk Schools, "there remains a considerable number of children, especially in Cape Town and the villages, who are not properly educated, partly on account of poverty, partly from a bad mode of teaching, partly from a dislike of exertion, order, and discipline." To remedy this state of things they proposed, on the initiative apparently of the English Colonial chaplain, to introduce the system of education of Bell and Lancaster, a brief sketch of which was given, and to establish without delay a free public school in Cape Town on that system, principally "for the poor and most neglected class

of children." They intended to obtain for this school at least one capable master from Europe, who understood both Dutch and English, and care was to be taken that suitable youths should be trained in the school, so that they might be rendered competent to take charge of other schools as vacancies occurred. Schools on the same model were also to be established in the villages outside Cape Town, as opportunity presented itself.

19. The Government appeal for subscriptions produced about 5,000*l.*, and with assistance from this sum the proposed free school for Cape Town on the monitorial system was set agoing. From the outset a marked success attended it, the number of pupils on the roll during the first year being so high as 190. Towards the end of 1813, the Commissioners reverted to another part of the scheme of 1805, and proposed, as a means by which qualified teachers for the elementary schools might be produced, that six suitable youths should be placed under training and should be paid about 45*s.* a month. The Governor not only approved of the scheme, but promised pecuniary assistance from the public treasury if necessary; but no further steps appear to have been taken in the matter.

For some time afterwards little detail regarding the labours of the Commission is available. We gather only that in 1816 it reported to the Government that the Church Clerk Schools were being but poorly attended and that little advantage had been derived from them, the inhabitants of the country districts seeming to prefer private teachers "whom every colonist procures as he can"; that, on the other hand, it had been unable to carry out its project of establishing free schools in the country districts: but that two additional schools of this kind, each with separate Dutch and English masters, had been started in Cape Town. The support of these latter seems to have caused some anxiety to the Commission, but when they approached the Governor (Lord Charles Somerset) on the subject, he solved the difficulty in the speedy and masterful manner peculiar to him. On the 23rd May, 1817, a Proclamation was issued setting forth the difficulties which had been experienced, and levying a toll "at the several outlets of Cape Town on Sundays, and on the side of Green Point during the days in the Race Weeks devoted to that amusement."

More information is obtainable regarding the Latin School, probably because of the troubles connected with it. The attendance was always small, and a satisfactory teacher always wanting. In 1815 a clergyman from Holland arrived to be rector, but was not approved by the Governor; and finally, in 1821, the school ceased to exist in its old form, being converted into a "Grammar School," entirely independent of the Bible and School Commission.

20. Up to this time Dutch had not only been the official language of the Colony, but had also been the medium of instruction in almost all the schools. In the middle of 1822, however, the Governor (Lord Charles Somerset) issued a Proclamation by which English was to be substituted for Dutch

as the language of the Colony. In this Proclamation the Governor stated that he had authorised "competent and respectable instructors being employed at public expense at every principal place throughout the Colony, for the purpose of facilitating the acquirement of the English language by all classes of society." These teachers had been brought out from Scotland, and, just a week after the date of the Proclamation, they were appointed, without reference to the Bible and School Commission, to the following places, Graaff-Reinet, Uitenhage, Stellenbosch, George, Tulbagh, and Caledon. A year later, two more were appointed to establish schools at Swellendam and the Paarl, and other villages were subsequently supplied as qualified teachers could be obtained. The salaries of these teachers were fixed at 80*l.* a year, payable by the Colonial Treasury; and they were to give elementary instruction free to all, though allowed to charge small fees at their discretion for the higher classes.

This change was not brought about without a certain amount of friction, which interfered somewhat with the success of a few of the schools; but, as Theal states, "in other places, and especially where some of the inhabitants were English, the attendance was large, and upon the whole it is hardly possible to estimate too highly the advantage which the Colony derived in an intellectual point of view from the establishment of free schools of a high class in so many centres of population."

After the establishment of the first of the schools, it would appear that the Bible and School Commission were at last able to execute their plan for instituting free schools on the monitorial system in the country districts, though to what extent it was carried out is not ascertainable. The teachers of these schools were also paid by the Government, though appointed by the Commission.

21. In 1824 the Commissioner of the Court of Justice having been requested to examine, during his circuit of the Colony, "into the state of the schools in the country districts," presented a lengthy report to the Commission. The English schools inspected were those at Tulbagh, Caledon, Swellendam, George, Uitenhage, and Graaff-Reinet. Of these, the school at Swellendam had not then been started, though a teacher had been appointed and a suitable building hired, and no particulars could be obtained of the one at George. The four others were reported all to be flourishing and giving instruction to about 240 pupils in all. Church Clerk Schools were mentioned as having been visited at Clanwilliam, Tulbagh, Caledon, Swellendam, George, and Graaff-Reinet. Of these, the school at Graaff-Reinet was in a very satisfactory state, having an attendance of 45, but the others were poorly attended, owing, in many cases, to the establishment in the same village of the superior English schools. A free school at Grahamstown is referred to as having been newly started, with a roll of 30 pupils. Four Mission Schools, two for slave and two for Hottentot children, were also inspected, the two latter having 45 and 35 pupils respectively

Little detail as regards the schools in Cape Town at this time

is obtainable. The free schools seem still to have been in operation, but it is said that the Girls' School had in 1824 been long defunct. The Grammar School established in 1821 was, in 1824, in want of a headmaster, and, on representations being made by the Governor to the Home authorities, a clergyman was sent out to take up the office at the very considerable salary of 600*l.* per annum for the first three years, and 300*l.* per annum and the fees afterwards. We learn that the Governor was the more anxious for such an appointment by reason of the fact that a school conducted by John Fairbairn and Thomas Pringle, the well-known newspaper editors who fought the battle of the freedom of the press in those early days, was more successful than he cared to have it, as in his opinion "it was a school where seditious principles were being instilled into the minds of the young."

22. According to Theal, there were at the end of 1825 about 120 schools of various kinds in the Colony. How these 120 were classified we have no means of knowing; probably a considerable number of them were mission schools for coloured children; it appears, however, from a return furnished by the Bible and School Commission in 1827 that in the country districts there were 26 free schools, of which two were for native children only, with an aggregate attendance of 1,737 pupils, and 20 Church Clerk Schools with 635 pupils. Many of these schools for white children were far from efficient, if we may accept the judgment of the Commissioners; for, two years later, in a letter to the Governor, they reported very adversely as to the efficiency of the free schools in Cape Town, the Church Clerk Schools, and the free "English" Schools of 1822. It was said that only two of these "English" Schools had proved decidedly successful, and that the Church Clerk Schools could not be supplied with competent teachers.

23. About this time, when the first three years of the engagement of the headmaster of the Grammar School had expired, the need for an institution, providing education of a higher standard than that obtainable in the Government free schools, or even in the Grammar School, made itself felt in Cape Town and the immediate neighbourhood. A public meeting was accordingly held in October 1828, and a Committee appointed to ascertain the best means of establishing such an institution and of raising the necessary funds. The result of the deliberations of this Committee was that, in April 1829, a prospectus was issued, inviting the subscription of a capital of 2,500*l.* in shares of 10*l.* each. This amount was soon obtained, and, in June of the same year, a meeting of the shareholders was held, and a Board of 15 directors was elected. Assistance was, moreover, forthcoming from other sources; the authorities of the Orphan Asylum in Cape Town offered the necessary accommodation rent free for six years, and the controllers of the Masonic Education Fund promised an annual contribution of 50*l.* Under these circumstances a new institution, named the "South African College," was opened on October 1st, 1829, with about 100 students.

Three professors, of whom the headmaster of the Grammar School was one, were appointed, namely, a professor of the Dutch and English literatures, a professor of classics, and a professor of mathematics; and there were besides a general assistant and a teacher of French.

For two or three years the College remained unrecognised by the Government. In 1834, however, its character somewhat changed, as it then received its first annual grant—200*l.*—from the Colonial Treasury and accepted two Government nominees for the directorate. Three years later, its status was still further improved by the passing, on the prayer of the shareholders, of a lengthy and somewhat elaborate Ordinance (No. 11 of 1837). The main effect of this measure was to do away with the private character of the venture, and to give the College a sound legal foundation as a public institution. The management and control were to be delegated to a Council of Directors, 17 in number, of whom two were to be appointed by the Governor and the remainder elected by the shareholders in manner provided by the Ordinance. The fund of 3,653*l.*, the nucleus of which had been collected in 1791, and which had up till then been administered by the Bible and School Commission, was to be transferred to this Council, and the interest appropriated to the payment of the professors. Some 20 sections of the Ordinance were devoted to specifying the powers and functions of the Directors and of the Council, and the rights and duties of the shareholders were set forth at similar length. It enacted that there were to be at least four professors in the College, namely, one for "English and Classic literature," one for "Dutch Classic literature and modern languages," one for mathematics and one for physical science. These professors were to be paid 100*l.* per annum from the funds of the College, and were also to receive all the fees, as fixed by the Council. The internal management and discipline of the College were placed in the hands of a Senate, consisting of the professors and two directors elected annually. Pupils under 10 years of age were not to be admitted, unless in exceptional circumstances; and every student had, before admission, to obtain a certificate from the Senate as to his fitness, and to pay a matriculation fee of 1*l.* No mention is made of an annual grant from the Government, but apparently the sum of 200*l.* per annum above referred to was continued.

The new Ordinance, which was to continue in force for twenty-one years, is a noteworthy document, as having established on a firm basis the oldest and best known of the Colleges of South Africa.

24. Although the members of the Bible and School Commission were in 1829 anything but satisfied with the schools under their charge, they do not seem to have been in any pressing hurry to effect an improvement. Indeed, nothing is heard of them until the year 1834, and it is questionable whether even then they had arrived at sound conclusions as to the measures requisite for effecting reform. In that year a short code of new regulations framed by them was approved by the

Governor and promulgated. By these regulations all gratuitous education was in time to be done away with except in special cases, and uniform fees, varying from 9*d.* to 2*s.* 3*d.* a month, paid in all schools. The minimum salary of a schoolmaster was fixed at 40*l.*, which was to be increased by 5*l.* for every 10 scholars above 20, but was in no case to exceed 80*l.* For the immediate superintendence of every school in the country districts there was also to be a "local school commission" of not less than three members; and instruction was to be given in Dutch where the parents desired it. These and the other changes were, however, to be introduced only in the case of future appointments and in the case of those existing schools whose local commission and teacher agreed to adopt them. Little good seems to have been effected thereby; in 1837, for example, it would appear that there were only seven schools carried on under the new system, and in not more than two of them was the attendance over 20, while there were 17 free schools still supported by the Government, with an aggregate attendance of about 750.

25. It is almost certain that by this time the number of mission schools for coloured children considerably exceeded the number of all kinds of schools for white children. The missionary movement begun by the Moravians in 1792 had been taken up by the London Missionary Society in 1799, the South African Society about the same time, the Wesleyan Church in 1816, the Glasgow Society in 1821, the Rhenish Society in 1829, the Paris Society in 1829, and the Berlin Society in 1834. It had thus gradually assumed large proportions and we are consequently not surprised to learn that at the time now reached there were over 50 European missionaries at work in the Colony. All of these with their numerous helpers interested themselves in the education of the coloured races, no fees being charged, and the training being in most cases similar to that given in the schools attached to churches in England. In almost every village, we are told, a branch of one or other society existed, by means of which the education of coloured people, both children and adults, was fostered. Stations also had been founded, such as Lovedale in 1824, which afterwards came to be almost exclusively educational in character. Theal is therefore probably correct in saying that at the close of the period now under consideration much better provision was made for the coloured people than for the white.

26. The leading features of the period do not warrant many words of eulogy; they are the foundation of the Church Clerk Schools of 1812, the free schools of 1813, the so-called "English" schools of 1822, and the mission schools for coloured people. In the number of schools a great increase had thus taken place, as the figures given in connection with the year 1825 clearly show; but the progress was far less than it might have been. The subject of education was never wholly forgotten by the authorities, and expedient after expedient was tried to improve matters, but there was nothing like a steady and vigorous policy pursued by the Government, and so far as the coloured races were concerned

almost all that was accomplished was due to private effort. The body charged with attending to public instruction—the Bible and School Commission—was, it is true, placed in a difficult position: but a thoughtful and energetic Government would have recognised this, and either improved the Commission or put something better in its place.

[For further detail regarding this period see:—Report of Education Commission (1863), pp. XVI.-XXXII. and Appendix III., pp. 8–14, and Appendix V., pp. 21–52. The latter appendix contains the text of Sir John Cradock's letter of 1812 regarding Church Clerk Schools, the Government Minute of 1813 creating the Bible and School Commission, Lord Charles Somerset's proclamation of 1822, Commissioner Truter's report of 1824, and several other letters and reports.

The passages of Theal's History of South Africa bearing on education are to be found at III. (1891), pp. 99, 169, 258, 263, 275, 369–371, IV. (1893), pp. 200–202.

The Ordinance regarding the South African College is to be found on pp. 419–435 of Statute Law of the Cape of Good Hope (1862).]

C.—Herschel Period, 1839–1865.

27. As might have been expected, the new school regulations, published in 1834, proved ineffectual. Not only so, but they led to dissatisfaction among the teachers of the smaller schools, who had suffered pecuniarily from the changes introduced. It thus came about that frequent representations on the subject were made to the Government, and these representations finally led in 1837 to important consequences. In August of that year, a memorandum "on the state of the Government Free Schools and generally on the subject of Education in this Colony" was prepared by the Secretary to the Government (Colonel Bell), and submitted to Sir Benjamin D'Urban, the Governor. This memorandum pointed out very plainly the impotence of the Bible and School Commission. "Their superintendence," it stated, "is next to nothing, for they cannot visit and examine the schools," and they "have it not in their power even to supply vacant schools with teachers, far less to extend the means of education throughout the Colony . . . . from a positive want of persons qualified for and willing to undertake the office of teacher." The discharged soldiers who acted as teachers were once more anathematized. "These men are generally drunken, disreputable characters; and it is not to be wondered at that the uninstructed Boer can scarcely honour a profession which he sees degraded in the person of the professor." Even the result of the experiment, made 15 years before, of introducing six teachers from Scotland, was not deemed wholly satisfactory. Two of the six, it appeared, had bettered themselves, the one by becoming minister of Swellendam, and the other (Mr. Innes), by accepting a professorship in the South African College. Another pair had turned out to be of little

value, and, it was suggestively disclosed, the only teacher of the six who continued at his post was one of the latter incompetent pair. Additional inducements were clearly called for, and in Colonel Bell's opinion there was only one way left to encourage properly qualified persons to become teachers, viz., by opening "a road to the Colonial churches through a limited number of the Government Free Schools." His idea was that gentlemen intending to join the church should be appointed as the teachers of 12 free schools; there, in Cape Town, Grahamstown and Port Elizabeth, to be conducted by embryo English church clergymen; and nine in Cape Town, Stellenbosch, Worcester, Swellendam, Uitenhage, Graaff-Reinet, George, Beaufort and Paarl, by persons intended for the Dutch Reformed Church. It was also expected that in these schools a sufficient number of youths would be trained to take charge of other schools in the country districts. The whole value of the memorandum, however, and its influence on the future of education, lay, not in suggestions such as these, but in a proposal with which it concluded. "There seems to be one thing more absolutely required to ensure the proper working of the system now suggested, of the present (system) with all its defects, or of any other system which it may be deemed expedient to adopt, namely:—

"The appointment of a sound, clear-headed man, either not belonging to the ministry, or so untinctured with prejudice in favour of this or that form of the Christian Protestant faith as to constitute him an impartial Director-General of Public Schools in this Colony."

28. Sir John Napier, the successor of Sir Benjamin D'Urban, submitted this memorandum to the eminent astronomer, Sir John Herschel, who was then residing at the Cape, and requested his opinion as to a system of education suitable for the country. With this request Sir John Herschel complied, and he embodied his suggestions in a letter of considerable length to the Secretary of the Government, dated 17th February 1838.

He postulated at the outset that, for the proper encouragement of education by the Government, it was necessary that (1) the system should be organised in minute detail and well superintended; (2) pecuniary support should be given from the Treasury towards the salaries of the teachers, &c.; (3) successful teachers and pupils should be encouraged by the granting of rewards.

Under the first head, one of the most important points was said to be the need for "the adoption of a sound practical educational course," which ought to be "essentially prospective and progressive," and suited for introduction into all schools. Full details as to this were not given, but it was suggested that reading, writing, arithmetic and the scriptures should be provided for first, and that other subjects and higher instruction could be added as required. Believing that "an essential character of a well organised system is the direct responsibility of each member of it to a recognised official superior," Sir John strongly favoured Colonel Bell's suggestion that the central

authority and responsibility should be intrusted to one individual, who should be in constant communication with the Government, and should in all cases be upheld by its authority. The duties of such an officer he took to be to inspect, either personally or by deputy, all the schools, to require monthly returns from every school of the attendance, &c., to exercise supervision over the teachers, by being in a position to reward efficiency by promotion and to compel dismissal in the case of misconduct, &c. A third suggestion, under the head of organisation, was that itinerant lecturers should be appointed. so as to provide instruction in subjects not taught in the majority of the schools.

Coming to the second head, Sir John most strongly urged that the Government expenditure on education should be on a liberal scale. He considered that 150*l.* per annum and a house should be the minimum salary of teachers on the Government establishment. He pointed out that the only practicable way of filling up the vacancies then existing was to obtain teachers from England and Scotland, and he was convinced that satisfactory persons would not be obtained if the remuneration were less than the sum he proposed. He strongly advised, further, that when candidates were being selected, membership of the clerical profession or a declared intention of taking orders should not be regarded as an indispensable qualification, and he expressed himself as altogether opposed to Colonel Bell's plan of "making the mastership of the Government schools a passage to the parochial ministry." "To make the profession of education truly respectable," he writes, "it must be made an independent profession" When the vacancies then existing came to be filled up and the system got into proper working order, he had no doubt that an adequate supply of teachers would be obtainable, without having to fall back upon Europe.

Under the third head were comprised all means by which successful teachers might be encouraged and their status raised. As an obvious measure to these ends it was proposed that a teacher's salary should increase on the principle introduced by the Bible and School Commission's Regulations of 1834; and that, where such a plan was not practicable, successful teachers should be removed, on the recommendation of the General Superintendent, to schools at more eligible localities, as vacancies occurred. The establishment of a superannuation fund, on the principle of mutual insurance, was also advocated, and the Government was urged to show all possible marks of consideration to the teachers of the Colony.

As regarded the encouragement of pupils, Sir John Herschel did not favour the institution of prizes for annual competition. "The best kind of prize that can be held out is," he said, "that which refers to the whole conduct and final result of a youth's course at school," and he therefore recommended the foundation of "exhibitions," "by the aid of which a certain number of the best youths leaving school in each year, provided their merits surpassed a given minimum, may be enabled to meet the

expense of residing two or three years as free students in the South African College, in the higher classes, for the completion of their education on a more extensive scale than the district schools can accomplish." He also urged the establishment of similar "exhibitions" to enable students of the South African College, who had distinguished themselves, to proceed to one of the English Universities, with the express condition that they should return to the Colony on obtaining the B.A. degree.

The last section of the letter dealt with the question of schools not established and supported by the Government, yet desiring, to a certain extent, Government aid. Sir John Herschel deemed it advisable that all such schools should receive pecuniary assistance from the Government, provided that they were carried on under the same system and general superintendence as those maintained entirely by the public Treasury.

29. Sir George Napier transmitted this letter, together with other papers on the same subject, to Lord Glenelg, then Secretary for the Colonies, who approved of the scheme as set forth in Sir John's letter and authorised the expenditure necessary for its immediate adoption. A salary of 500*l.* together with any necessary travelling expenses was granted for the Superintendent-General; and provision was made for the establishment and maintenance of 12 "principal" schools, with teachers' salaries ranging from 150*l.* to 300*l.* per annum, with a house, or allowance in lieu thereof of 30*l.* per annum.

30. On receipt of the approval of the Home Government no time was lost. In May, 1839, Mr. James Rose Innes, M.A., who was one of the six teachers brought out in 1822 and who was at this time Professor of Mathematics at the South African College, was appointed the first Superintendent-General of Education of Cape Colony.

In the same month, a description of the new system of public education was laid before the people in an important Government Memorandum. After making fitting acknowledgment, on behalf of the Governor, of "the invaluable assistance of that distinguished philosopher, Sir John Herschel, of whose visit to, and interest in the moral and intellectual improvement of, this colony, the system of education now about to be introduced, will it is hoped, be a lasting record," the Memorandum goes on to state what were, in the opinion of the Governor, the objects to be aimed at in any system of public education. To attain these objects in the Colony, it was proposed to establish, at several places and as soon as qualified teachers should arrive, "First Class" or "Principal" schools, in which there should be both a primary and a secondary course of instruction. The subjects to be taught in the "primary" or "elementary" course were given in some detail and included reading, writing, arithmetic, English, Dutch, geography, outlines of history, drawing, the rudiments of natural history and physical science, and religious instruction; and in the "secondary" department, Latin, Greek, French, mathematics, the application of mathematics to surveying, &c., physical geography and the outlines of geology. At the smaller places "Second Class" schools were to be established, in which

instruction would be confined to the "primary" course. No pupil was to be compelled to attend the religious instruction in any school unless the parents or guardian consented: and opportunity was given to any clergyman to catechise the pupils whose parents belonged to his particular denomination. The "elementary" course was to be free to all; for instruction in the "secondary" department of a "principal" school a moderate fee was to be charged, but a certain number of scholarships were to be retained by Government for the purpose of advancing deserving youths of poor parents. A Library was to be attached to every school, the books being mainly such as were "calculated both to amuse and instruct," but there being also included a few heavier books of reference and even "such models and other philosophical apparatus" as might be necessary to illustrate the lessons in natural history and physical science.

In addition to the First and Second Class Schools a "Normal Institution" was to be established in Capetown for the purpose of training teachers for the elementary course, and a superintendent was to be appointed for it who had had the opportunity of seeing such an institution in actual operation in Germany.

31. On comparing these details with the various proposals contained in Sir John Herschel's letter, it will be seen that there are not so many points in common as one would have thought. The idea of the appointment of a central officer, to take charge of education, originated with Colonel Bell, and Sir John merely filled in some details as to the officer's duties. The idea of having two grades of schools, viz., Second Class Schools with an elementary curriculum and First Class Schools with the same curriculum and a higher superadded, is not explicitly referred to in the letter: the plan adopted for solving the religious difficulty also appears first in the Government Memorandum: and so do the proposals to start school libraries and a Teachers' Training Institution. There can be no doubt, however, that the spirit which breathed in the Government Memorandum was in great part an emanation from Herschel. Further, it is certain that the suggestions made by him to the Government were not confined to one letter, and it is therefore very probable that the connection of his name with the newly introduced system was fully warranted. Indeed, in a second letter, dated 20th January, 1839, from Lord Glenelg to the Governor, an additional paper* of Herschel's is most pointedly referred to, and the Governor is requested to give it careful attention, as it contained "several important propositions which may properly be embodied in the plan to be framed by you."

At the same time, it must not be forgotten that others had a hand in bringing the scheme into existence by stirring up the public conscience on the subject of educational reform, by criticising proposals which had been made and suggesting others to take their place. Conspicuous among these was Mr. John

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* The Education Commission's Report of 1863 says that this paper cannot be found in the Colonial Office.

Fairbairn, schoolmaster and editor, above referred to; and it is possible Theal may be correct in saying that "to Mr. John Fairbairn, editor of the *Commercial Advertiser*, as much credit is due as to either Sir George Napier or Sir John Herschel for the improvement which at this time was made in the public school system."

This question of authorship, it may be added, is not by any means a trivial one, as the scheme proved of immense importance to the Colony, and some fundamental portions of it—the Superintendent-General, for example, and the First and Second Class Schools—occupy the same positions in the scheme of the present day.

32. In the Government Memorandum there were also enumerated for the information of the public the complex duties of the recently appointed Superintendent-General of Education. These may be most easily understood from the statement that the office was a kind of combination of two offices afterwards to be found existing in England, viz., those of Government Inspector of Schools and Secretary to the Education Department. In the former capacity he was "to visit every school at least once a year, to examine the ordinary routine of daily instruction, the arrangement of subjects, classification of pupils, &c., and to institute a strict inquiry into the state and progress of the schools generally." In the latter capacity he was to call for monthly returns of attendance, conduct and progress of pupils; he was to obtain quarterly returns of the results of the examinations held in the presence of the local school commissions; he was to grant certificates to such pupils as had "finished their course of study with honour to themselves and credit to the institution"; he was to be a guide and adviser on all educational topics to his teachers; and he was, by means of statistics and reports, to keep the Government regularly and fully informed of the state of the schools and the efficiency of the system.

It may possibly be thought that this budget of duties did not err on the side of defect, but, be this as it may, there can be little doubt that both the officer and the Government mandate to him were admirably suited to the needs of the Colony at the time.

33. One piece of work not specifically mentioned in the Government Memorandum was the drawing up of a Curriculum of Elementary Instruction to be followed in all the Government schools. This was done by Mr. Innes immediately after his appointment, and the document containing the details of the resulting plan is one of great interest both on its own account and as being the first of its kind produced in the Colony. It was published not as a Syllabus of Work for the Standards, as we nowadays should call it, but as a "Classification of Pupils in the Government Schools, and the arrangement of the subjects of the course as it regards the different classes."

Curiously enough, the classification was really twofold, viz., a classification for Religious Instruction and a classification for Secular Instruction.

Instruction in religion was to be the first exercise of the morning school, and during that exercise the pupils were to be separated into three "divisions" or standards, viz., those that could not read, those that read imperfectly, and those that read correctly and with ease. The work of the lowest standard was the "repeating of texts of the Scripture simultaneously," the pupils being under the guidance of a monitor: that of the next, "the reading of the parables and miracles of our Saviour," the pupils being under the guidance of a monitor or usher: and that of the highest, general "Scripture reading," conducted by the master after the manner still followed in what is known as a "Bible Class."

For the purpose of receiving Secular Instruction the "divisions," or standards were *five* in number. In the lowest, Chambers' First Book of Reading was prescribed; the desired quantum of arithmetical knowledge was "the reading and expressing of numbers, both in Arabic and Roman characters, and the committing to memory of arithmetical tables," and to these was superadded "Lessons on objects, according to the Pestalozzian system." In the third standard, grammar, geography, writing, and drawing made their first appearance, and the Third Reading Book was supplemented by the Moral Class Book. In the fourth standard an advance was again made in the subjects already introduced, Chambers' Introduction to the Sciences was to be used in connection with the Lessons on Objects, and history was brought in for the first time. In the highest standard writing and drawing were not mentioned, the only additional subject was Bookkeeping, and what had begun in Standard I. as Object Lessons blossomed into "Conversational lectures on the subjects discussed in the first book of Natural Philosophy, and on the economy of animal and vegetable kingdoms."

The selection of subjects, the gradation of them, and above all the little hints on the mode of teaching which unexpectedly appear in the syllabus, attest to a good knowledge of educational wants and practicable experience in supplying them. Sir John Herschel could no longer complain of the want of "a sound practical educational course."

34. Immediately after the appointment of the Superintendent General the utmost endeavours were made to secure competent teachers as required by the new system. Sir John Herschel who had proceeded homewards in 1838, selected five from Scotland: these arrived in March 1840 and were appointed to establish the Normal School in Cape Town, and the First Class Schools at Grahamstown, Uitenhage, Stellenbosch and George. These teachers were paid at a higher rate than the others subsequently obtained, their salaries being 200*l.* per annum with annual house allowances varying from 30*l.* to 50*l.* The newly appointed Superintendent-General himself then went to obtain more, and it would appear from a circular letter addressed by him from Edinburgh to intending candidates that Sir John's proposal as to the minimum salary of a teacher had been

departed from so far as the Second Class Schools were concerned. In this circular, the Superintendent-General stated that the teachers of the "primary" schools were to enter on their duties at a salary of 100*l.* per annum, with a free residence or an annual allowance in lieu thereof of not less than 30*l.*, and the teachers of the "principal" schools at a salary of 150*l.* per annum, with a free residence and a fee for the higher branches, which was not to exceed 4*l.* per annum for each pupil. Dr. Innes returned to the Colony in March 1841, bringing with him as the result of his quest six teachers; and the First Class schools at Port Elizabeth, Wynberg, Worcester, Paarl, Somerset East, and Graaff-Reinet were at once set agoing.

The new system was now fairly launched, and, as a consequence, in April 1841, the Bible and School Commission was formally relieved of its superintendence of the Government schools.

35. It soon became apparent that the newly established schools of the first and second classes could not be expected to suit all localities. In the middle of 1841, therefore, in accordance with a proposal in the last paragraph of Sir John Herschel's original letter, the conditions under which the Government would afford assistance to Mission schools were published in a Government Memorandum. Aid, in the shape of a grant to be exclusively appropriated to the salary of the teacher, was to be allowed by Government to any Mission school in a suitable locality. Schools thus aided were to be subject to inspection by the Superintendent-General, and were to be open to all, the religious instruction given during the ordinary school hours being confined to the Scriptures. Further, the English language was to be taught in all such schools and, where practicable, it was to form the medium of instruction.

36. In the following year the "normal seminary," foreshadowed in the Government Memorandum of 1839, was opened. The so-called "seminants" were to receive, besides training in the art of teaching, advanced instruction in English and classical literature, mental philosophy, abstract and physical science; and, for their benefit, there was to be attached to the seminary a model second-class school. The "seminant" was placed under no obligation as to his future employment, and he received his training free of charge, though small fees were payable for instruction in the higher branches just referred to. The time-table of the model school has been preserved, and shows interesting modifications in Dr. Innes' five Standards.

37. The local school commissions which had been instituted by Sir John Cradock in 1812 were not done away with on the adoption of the new system. But, as was pointed out to them by a circular letter from the Government in 1842, it now ceased "to form a part of the duties of (such a) board to exercise, as heretofore, a direct control over the internal arrangements of the school of (the) district, its discipline, the course of instruction laid down, or the system pursued." Their duties from this time were confined to inspecting the schools at such times

as they saw fit, and reporting to the Government any matter that might be necessary. Quarterly examinations had been instituted by the Government Memorandum of 1839, and it was consequently declared to be also part of the duties of the local commission to be present at these examinations, and to forward thereon a report to the Superintendent-General, together with returns showing the attendance, &c., during the quarter. They were moreover to receive any complaints made by parents respecting the management of the schools, and, if necessary, were to investigate the complaints and report the result to the Superintendent-General.

38. Towards the end of 1843 a further step was taken to extend the operation of the system, by affording aid, under certain conditions, to "schools at eligible stations among the agricultural population of the country districts." According to the Government Memorandum on the subject, a grant of 30*l.* per annum for three years was to be made towards the salary of the teacher of any such school in an approved locality. The residents were to provide the school-room and teacher's house, and were to elect from among themselves a local committee, which was to fix the fees and appoint the teacher, subject to the approval of the Superintendent-General. The school was, of course, to be subject to inspection, and the secular instruction given was to approach as nearly as possible that given in the Government schools. English was to be taught, and religious instruction was to be given only from the Scriptures.

By this step a further approximation was made towards the triple set of public schools still in vogue; the new schools being Third Class Schools in reality if not in name.

39. The state of education in the Colony in 1844, during which year the new system may be said to have been fairly in operation, may be gathered from a Memorandum of the Superintendent-General on the subject. This memorandum re-called the fact that in 1840 there were 11 free schools in the Government system, with 513 pupils on the roll, and an average attendance of 357; and then went on to state that in 1844, the schools comprised in the Government system were: 14 first class schools, with 1,285 pupils on the rolls; 6 second class schools, and 5 Church Clerk schools, with 566 pupils; and 25 aided Mission schools, with 3,741 pupils, making a total of 50 schools, with 5,592 children on the rolls. In all the first class and second class schools English was the medium of instruction; in the 5 Church Clerk schools Dutch was the medium of instruction, but English was also taught. Of the first class schools 11 had pupils—to the number in all of 109—attending the "secondary" course. No details were given in this document regarding the Normal School in Cape Town, and so far as one can learn there were as yet no Farmers' schools in the Government system under the Memorandum of 1843.

40. It requires to be interjected here in passing that the

unclaimed reserve fund of slave compensation due to the Colony, amounting to close on 6,000*l.*, was handed over by the Home Government in 1844. Under the English Act (4 & 5 Vict. c. 8), this fund was to be appropriated "in aid of any charitable institution, or establishment for education maintained at the public charge"; and in June of 1844, there was consequently issued a Government notice dealing with the matter, in accordance both with that Act and with a resolution of the Cape Legislative Council in the previous year. This notice vested the fund in three Trustees, of whom the Superintendent-General of Education was one, and directed them to apply the proceeds to providing education for the liberated slaves and their children, and to aiding Mission schools.

41. In 1845 a change was made in the character of the Church Clerk Schools. Since 1812 the salaries of the teachers of these schools had been wholly paid by Government, though it was permitted to supplement them, where practicable, by small school fees; after 1845, the Government granted only three-fifths of the previous salary, and an allowance in lieu of fees proportioned to the attendance in each school, and the inhabitants were to provide the remaining two-fifths. These grants were also made available for the church clerks of new parishes formed after that date, provided they were qualified to conduct an elementary school.

By this step these schools were placed more nearly on the same footing as the "Aided" schools of the year 1841, and a further approximation was thus made towards a general educational system in which the Government would on some definite plan help those who helped themselves.

42. The year 1854 was, as is well known, in two respects a very important one in the history of the Colony. It was the year of the introduction of representative government, and the year of the arrival of Sir George Grey, one of the ablest and most experienced governors whom the Colony has had. Both events had an influence upon education; but, in the case of the latter, the influence made itself felt at once.

The eighth Kaffir war had come to a close shortly before Sir George Grey's arrival, and one of the great problems which faced him was the settlement of native affairs so as permanently to prevent another. After visiting the frontier and making himself thoroughly familiar with the facts he resolved upon a plan of "peaceful subjugation" in which education was to play an important part. His idea was "to gain an influence over all the tribes inhabiting the borders of the Colony, from British Kaffraria eastward to Natal, by employing them on public works opening up their country, by establishing institutions for the education of their children and the relief of their sick, and by introducing amongst them laws and regulations suited to their condition." He therefore sought and obtained from the Imperial Government a large annual sum for the furtherance of his scheme, and of this sum a goodly portion was devoted by him year after year to education. One or two church institutions

for the training of natives had, as we have already seen, been for some time in operation in Kaffraria, and these he utilised; but his view was that the kind of instruction given in them was too bookish, and that what was most needed was instruction in manual work. Grants were consequently given to develop industrial education at Lovedale, Healdtown, Lesseyton, Salem, and a number of other places, the total expenditure varying from year to year, but in the year 1857 reaching almost 10,000*l.* As the Imperial Government gradually withdrew its support these grants in aid from "the sum reserved under Schedule D," of course, fell off; but while the support lasted it set agoing a movement in the industrial education of the natives which has never since come to a stop. It must be noted carefully, however, that the institutions thus aided were as yet in no way connected with the educational system of the Colony, but were directly under the care of the High Commissioner himself.

43. As for the newly-created Parliament its action was, as has been implied, not at first of much real service to education. In 1855, it is true, by Section 32 of Act 5 of that year, the powers and functions of the local school commissions were transferred to the "Divisional Councils," created by the Act, which were "boards . . . . established in the several divisions of the Colony for the better administration of their local affairs."

A further step in the same direction was taken by Act 14 of 1858, which is described as "an Act for the creation of Educational Boards in the field-cornetcies, villages and towns of this Colony, on which the local regulations of each shall be founded." The Act is very lengthy and elaborate, and provides in the first place for the drawing up, by a committee of the residents, and the adoption, when approved by the divisional council, of "educational regulations" for any field-cornetcy, village or town. Such regulations were to fix, *inter alia*, the sites for the schoolroom and teacher's house, the manner in which the funds were to be procured for the erection of such buildings and for the payment of teachers, and the number of commissioners to be elected to carry out the regulations. On the adoption of the regulations the commissioners were to be elected by the residents; and, in order that they might efficiently perform their duties, authority was given them to enter into contracts and to hold landed and other property. They were also to have the sole management of the school, and were to appoint the teachers, fix the hours of instruction and the fees, if any, to be charged; and in every school established under the Act, reading, writing, arithmetic, and the outlines of geography and history were to be taught.

The adoption of the Act was, of course, purely optional; and it does not seem to have been taken much advantage of, for in 1861 the Superintendent-General stated that there was then only one school in existence under its provisions, and even that one was financially aided by the Government.

44. During these years, education higher than elementary cannot be said to have been at a standstill, though the Govern-

ment seems to have made little or no further effort to encourage it after the passing of the South African College Ordinance in 1837. Two other institutions, affording education of a similar character, had indeed been established since then—the Diocesan College at Rondebosch in 1849, and the St. Andrew's College at Grahamstown in 1856—but these were both proprietary institutions under the auspices of the Church of England, and received no pecuniary assistance from Government. The South African College continued to prosper, and in 1841 had erected, on land granted by the Government for the purpose, permanent accommodation, which still forms part of the buildings in use. On the expiration of its regulating Ordinance in 1858, the provisions of the Ordinance were renewed by Act 19 of that year for a period of three years; and again at the close of this short period a further renewal was made for an indefinite period by Act 30 of 1861.

The Grey Institution, Port Elizabeth, one of the three schools on the "Grey Foundation" (Act 6 of 1856), may also be mentioned in this connection, although it has never risen above the rank of a school. Reference is also necessary to a somewhat similar undertaking at Graaff-Reinet, where in 1860 a sum of about 5,000*l.* had been collected by private subscription towards founding a college. In this case, however, an attempt at actual college work was made. In the incorporating Act (No. 29 of 1860) it was styled a "College"; the management of it, like that of the South African College, was vested in a council and senate; provision was made for an annual grant of 400*l.* from the Colonial Treasury; and two professors were appointed. After a number of years, however, it fell to the same lower rank as the Grey Institution.

45. The first real step, however, towards the recognition of higher education by the Government was made by Act 4 of 1858, drawn up at the instigation of Sir George Grey, which established for the Colony a "Board of Public Examiners"—the embryo form of the future university of the Cape of Good Hope. This Board, the members of which were to be seven in number and were to be appointed by the Governor, was empowered to grant "certificates of merit and attainment in literature and science, of qualification for admission into the public service, and of proficiency in the principles of law and jurisprudence, and in the theory and principles of civil engineering, of land surveying, and of navigation." Three of the members were to be the examiners in classics, modern languages, literature and history, three in mathematics and science, and one in law; but provision was also made for the appointment of assistant-examiners if necessary. Under the original Act the examinations could be held only in Cape Town, but this was remedied by Act 18 of 1860 and Act 4 of 1863, which permitted the examinations to be held at different places simultaneously under the supervision of commissioners. There was to be a higher and a lower certificate in literature and science, "the qualifications for which shall correspond, as far as the circumstances of this Colony will admit, to the qualifications

required for degrees in the faculty of arts, granted by the universities of the United Kingdom"; and all candidates for whatever certificate might be required to pass a preliminary examination.

With praiseworthy foresight provision was also made for the transformation of the Board into an Educational Council when the holders of certificates in literature and science came to be 50 in number. This Council was to differ from the Board in having an even number of members, and in having only half of them nominated by the Governor, the other half being elected by the majority of votes of the said holders of certificates. This was clearly another step towards the formation of an Examining University, the constitution of the University Council of the present day differing only in having two sets of 15 members instead of two sets of three. Further, it is curious to note that the Council as thus constituted was empowered to frame regulations "for the admission of graduates of European and other Universities and of persons who shall have been admitted to practice in this Colony as physicians or surgeons, as also of persons who shall have been admitted to practise as advocates of the Supreme Court" to the same privileges as certificate holders in the election of members of Council. This, of course, foreshadowed the admission of non-Colonial graduates *ad eundem gradum* in the University of the Colony when founded. It will be seen, therefore, that, to all intents and purposes, the future University of the Cape of Good Hope was potentially involved in this Act of 1858.

Immediately on the promulgation of the Act the members of the first Board were nominated, and they forthwith set about attending to their duties in a methodical way. Their first report was presented to the Governor in April 1860, and from it we learn that at that date 35 candidates had passed the Preliminary examination, seven the Public Service examination, four the examination for Second Class Certificates in literature and science, and seven the examination in the theory of land-surveying.

46. In 1859, Dr. Innes retired from the office of Superintendent-General, and was succeeded by Dr. Langham Dale, then a Professor in the South African College.

In that year it appears, from the report of the new Superintendent-General, that there were 19 Government "Established" schools having 1,593 children on their rolls and an average daily attendance of 1,109; and 178 "Aided" schools of various classes having 16,647 children on their rolls and an average daily attendance of 9,820. This made a total of 197 schools in the Government system, with 18,240 pupils on the rolls and 10,929 in daily attendance.

The amount expended by the Government during the same year on education was 12,712*l.* 2*s.* 4*d.*, of which 5,299*l.* 0*s.* 2*d.* was expended on the establishments, and the remainder, 7,413*l.* 2*s.* 2*d.*, on Aided schools, &c. It appears also from this report that the average cost to the public of each scholar was

4*l*. 14*s*. 4¾*d*. in the "Established" Schools, and 1*l*. 4*s*. in the "Aided" Public and Mission Schools.

From these facts alone it is manifest what a wonderful improvement had been effected in the state of education during Dr. Innes' 20 years of service. Much else, however, was due to his initiative. The good derived from the introduction of a definite curriculum into all schools can scarcely be over-estimated, and there can be little doubt that this step taken early in Dr. Innes' administration brought about as much improvement in the quality of the instruction as his general fostering care did to increase the number of schools and the number of pupils under instruction.

47. In the same year (1859) a pupil-teacher system—which had apparently to some extent been initiated in the previous year—was put on a definite basis by a Government Minute. Authority was given to the Superintendent-General to grant certificates to such teachers as were qualified and whose schools were suitable for the training of pupil teachers. Applications for admission to pupil-teacherships were to be made through such teachers, and an annual preliminary examination was instituted for candidates, who were to be at least 13 years old. On admission the salary of pupil teachers was to be 15*l*. per annum, with an annual increase of 5*l*. if certain annual examinations, which were also to be instituted, were passed successfully. The teachers were required to devote at least one hour every day to the instruction of the pupil teachers under their charge, and capitation allowances were to be made to those whose pupil teachers passed their annual examinations with credit.

The "Normal Seminary," established in 1842, does not appear ever to have been of any effect in the way of supplying teachers for the schools of the Colony. It was eventually closed in 1860, and Dr. Innes stated some time afterwards that he was not aware that any pupil of the institution had ever become a teacher.

48. Up to this time the schools which were supported or aided by the Government were either boys' or mixed schools, but in 1860 a Government Minute stated that "the important subject of affording aid to girls' schools" had been under the consideration of the Government, and that in future grants of 50*l*. per annum for first class girls' schools and of 30*l*. per annum for second class girls' schools would be available under conditions closely approximating to those under which Mission and Farmers' Schools had been assisted. A girls' school was to be considered as of the second class where the instruction provided was purely elementary—reading, writing, and arithmetic; the first class schools were, in addition, to provide instruction in the English language and composition, outlines of history and geography, higher arithmetic, plain needlework, and domestic economy. In the case of a locality where there was a mixed school existing but where, however, a separate school for girls was desirable, the grants would be, in addition to those for the

mixed school, 25*l.* and 15*l.* per annum for schools of the first and second class respectively.

49. Although, as has been made apparent, the people of the Colony had cause to be satisfied with the facilities afforded under the Herschel system for the education of their children, it is manifest that about the time which we have now reached there was a growing desire to improve and develop the system, and especially to have all the details of the development carefully laid down by enactment. Indeed, even in 1857 a Bill had been introduced by the Colonial Secretary with this object in view, but it was thrown out on the second reading. Parliament, however, was now desirous that something should be done. On the 1st of August 1861, the House of Assembly passed a resolution to the effect that the Governor be requested "to appoint a Commission to inquire into the present system of Education," and this was followed a week later by a resolution of the Legislative Council intimating that it was desirable that "all grants for educational purposes should undergo revision." As a consequence an important Commission was appointed towards the end of September under the able presidentship of the Honourable Mr. Justice Watermeyer.* The Commission examined 14 witnesses, the principal of whom were Dr. Innes, Dr. Dale, the Rev. Dr. Robertson of Swellendam, and the Bishop of Cape Town; received answers to a circular letter of questions from 60 correspondents, mainly clergymen and teachers; and, having considered the whole evidence, presented a full report to the Governor about the beginning of 1863.

The report proper extends to 79 pages, and the annexures to about 600 more. No Educational Document approaching it in importance had up to that time appeared in the Colony.

The conclusions reached by the Commission may be put in brief form, as follows:—

(*a*) That the system of so-called "Established" Schools directly and wholly under the Government, was no longer suited to the condition of the Colony.

(*b*) That the system of so-called "Aided" Schools should be developed, and the schools named "Undenominational Public Schools," the Grants-in-aid given by Government for teachers' salaries being on what afterwards came to be known as the Pound-for-pound principle, and being graduated according to the rank of the School (Third Class, Second Class, First Class).

(*c*) That aid at a still lower rate, and unfettered by the Pound-for-pound principle, should be continued to

* The other members were: William Porter, Petrus E. de Roubaix, Saul Solomon, John Fairbairn, Jan. H. Munnik, Langham Dale and James Rose Innes.

Mission Schools for the education of those portions of the population who were wholly unable of themselves to form schools.

(*d*) That a certain number of poor scholars should be educated free in every aided school.

(*e*) That provision should be made for the payment and training of pupil teachers.

(*f*) That all aided schools should be frequently and systematically inspected, deputy inspectors being appointed to assist the Superintendent-General in this work.

(*g*) That the annual income from the Bible and School Commission Fund, and from the Slave Compensation Fund, should be set apart for the payment of pupil teachers in Mission Schools.

(*h*) That the Superintendent-General should be the channel through which the Government would allocate all sums voted for educational purposes.

(*i*) That the native Industrial schools above referred to as being aided "under the reserved Schedule D." should be brought under the supervision of the Superintendent-General.

By far the most important of these recommendations was the second, in that it indicated the general lines on which in the opinion of the Commission it was desirable to help the people of the Colony in the maintenance of schools. Put in as brief a form as possible, it was that towards teachers' salaries the Government contribution should be met by an equal sum raised locally, and that for all other school purposes the burden should fall wholly upon the people directly interested.

50. Legislation on the lines of the Commission's recommendations did not at once follow, but the interval of inaction was so short that the issue of the Report may practically be viewed as the preparation for a new régime, and the statistics given therein regarding State-aided schools may be taken as fairly indicative of the state of affairs at the close of the period with which we are now dealing.

As we have seen, the schools in operation under the Government might, from a money point of view, be classified as follows:—

(I.) Schools wholly supported by Government, and called "Government" or "Established" Schools. (II.) Schools partly supported by Government, and called "Aided" Schools. As, however, the latter were of several kinds, and had originated at different dates, the threefold division used

in the Report was reasonably appropriate. Following this division we may sum up the statistics as follows:—

Class of School.	Number of Schools.	Pupils on Roll.
A. "Government"	19	1,629
B. "Aided Public":		
Order I.	11	2,885
Order II.*	20	
Order III.	44	
C. "Aided Mission":		
Order I.	41	10,978
Order II.	59	
Order III.	17	
TOTAL	211	15,492

There is great doubt, however, about the accuracy of these figures. They are quite at variance with those given in the Gazette of the same date, where the number on the roll is stated to be 18,553, and the average attendance 11,215.

For the third quarter of 1865 the corresponding numbers were, according to the same authority, considerably higher, a fourth class of school being added under the heading "Native institutions and schools (Aborigines, Border Department)." The details are:—

Class of School.	Number of Schools.	Enrolment.	Average Attendance.
A. "Government"	9	640	510
B. "Aided Public"	138	4,268	3,311
C. "Aided Mission"	169	16,723	10,051
D. "Aborigines"	37	2,302	1,686
TOTAL	353	23,933	15,558

[For fuller details in regard to the history of this period see Report of Education Commission (1863), pp. xxxii—lvi; Appendix V., pp. 52—82; Appendix VI. on Native Industrial Schools; Appendix VII. on Unaided Schools; Appendix VIII. on Sunday Schools; Appendix IX. on Evening Schools; Appendix X. on Ages of Scholars.

Reports of the Superintendent-General (1844—1865).

Quarterly School Statistics published in Government *Gazette* (June 1860—1865).

* Including Church Clerk schools.

Reports of the Board of Examiners (1860—1865). In the office of the Registrar of the University a complete set of these reports (1860—1873), bound in two volumes, is to be found; also the Minutes of the Board for 1859, Draft Minutes for 1860—1863, and Letter Book for 1863—1873.

Acts of the Cape Parliament, Nos. 5 of 1855, 6 of 1856, 4 of 1858, 14 of 1858, 19 of 1858, 18 of 1860, and 4 of 1863.

History of Lovedale. This will give an idea of the work done by one of the earliest and best known native institutions.

Theal's *History of South Africa*, IV. (1893), pp. 202, 206, 242.]

D.—Period of 1865 Act, 1865-1892.

51. Between the issue of the Commission's Report and the passing of the Act founded upon it, a period of rather more than two years, next to no change took place in the educational situation. Perhaps the only matters worthy of notice were the abolition, at the end of 1864, of the pupil-teacher system which had been introduced in 1859 and the institution of "Night" schools.

The reasons for doing away with the appointment of pupil teachers are not readily apparent. It would almost seem as if the scheme had been doomed from the first, for, after the 19 pupil teachers of 1859, no more were admitted. Nevertheless, the scheme is well spoken of in the Education Report for 1865, where it is stated that eight of the 19 were at that time engaged in tuition.

Night schools were formally recognised and offered aid by duly approved regulations issued in August 1864. They were intended for males only; attendance was required for not more than eight hours per week; the medium was to be English; the number of pupils not less than 30; and the Government grant 15*l.* It is impossible to say that much advantage was taken of the offer thus made, the number of schools apparently never exceeded half-a-dozen, and soon fell off from that.

52. The Bill first drafted on the lines of the Commission's Report was entitled "a Bill for regulating the mode of Appropriating Grants from the Public Treasury in aid of schools for the instruction of the youth of all classes throughout the Colony," and was brought before the Parliament of 1864 at Grahamstown on the initiation of the Governor. After having passed the second reading in the Assembly, and been reported on by a Select Committee, it was finally withdrawn. On the opening day of the next Session at Cape Town, a modified Bill, emanating from the same quarter, with approximately the same title, viz.:—"A Bill for regulating the mode of Appropriating Grants from the Public Revenue in aid of General Education" was introduced into the House of Assembly. It provoked considerable discussion, especially in the Legislative Council, but mainly in regard to matters of detail, and was passed on the 7th October, just as Parliament was about to rise.

53. The Act is not at all lengthy. It consists of only seven sections, all the more important details, and indeed some of the essentials, being relegated to a Schedule of very considerable extent, headed "School Regulations." One section, of course, gives the "Short Title" of the Act; another repeals the ineffectual Act 14 of 1858 creating Educational Boards, and Section 32 of Act 5 of 1855 giving certain powers to Divisional Councils*; a third provides for the gradual closing of all schools under Schedule A., *i.e.*, the "Established Schools" of the Herschel system, wholly supported by Government; and a fourth provides that the Slave Compensation Fund, and Bible and School Commission Fund shall be administered by the Master of the Supreme Court, and the interest on them handed over to the Superintendent-General of Education for the payment and training of pupil teachers in Mission Schools. Then there are two sections of greater importance authorising the inspection of all schools aided in any way by the Government. There thus remains to be accounted for only one section, the first and most important of all. This simply provides that all money granted by Parliament for educational purposes shall be administered by the Governor through the Superintendent-General of Education, in accordance with rules and regulations which have been assented to by both Houses of Parliament, approved by the Governor, and proclaimed in the *Gazette*. It is to this section that the lengthy Schedule, above referred to, essentially belongs; the two between them, indeed, originate the whole structure of the present educational system, the Schedule intimating the "School Regulations" as they were to be at the outset, and the section declaring the said regulations to be in force.

54. To the Schedule, therefore, we must turn for all information regarding the systematised relation of the State to Education. From it we gather that three kinds of schools were deemed to be necessary to suit the circumstances of the Colony, the Schedule being divided into three parts, and each part containing the regulations for one kind of school. The names of the three kinds of schools are found to be *Undenominational Public Schools*, *Mission Schools* and *Aborigines Schools*; and they are denoted by the letters A, B, C respectively,--a notation which still remains in use.

Undenominational Public Schools (*i.e.*, Order *A*), though not defined, were clearly intended for the children of those people who could of themselves found schools and could pay half the teachers' salaries. This, very probably, would include at that time most of the white population of the Colony.

Mission Schools (Order *B*) were meant to be for the children of those people who were unable of themselves to form schools, and whose interests, therefore, had to be cared for by a church or missionary body.

Aborigines Schools (Order *C*) were intended for "Natives," the particular kind of natives being more definitely indicated by the words "*Border* Department."

* *See* Section 42.

Further, each of these three orders was subdivided into three classes, so that every school receiving State aid would be distinguished by one of the nine symbols A1, A2, A3: B1, B2, B3: C1, C2, C3.

55. With this framework before us, it will be well now, for the sake of greater clearness to the reader, to depart from the order followed in the Schedule and to re-arrange the material under the various headings which interest an educationist.

(*a*) Payment of Teachers.—In regard to the amount of Government aid available, the system adopted in respect to the Public Schools was entirely different from that under which Mission and Aborigines Schools were assisted. The former system was based on what is now known as the "Pound for pound principle"—that is, that no grants from Government should be available unless an equal amount were contributed locally; while in the latter no reference whatever is made to local contributions.

Public Schools of the First Class (*i.e.*, A1), one of which was intended for the chief town of each Division of the Colony, were entitled to receive an annual sum not exceeding 200*l.*, in aid of the salaries of two teachers, the managers guaranteeing that for a period of three years the local contribution towards the teachers' salaries would be at least equivalent to the Government grant. It was further provided that the 400*l.* thus obtained should be divided into salaries of 250*l.* and 150*l.* respectively.

Public Schools of the Second Class, which were intended to be in the minor towns and villages, were to receive, under similar conditions, a grant in aid of the salary of one teacher varying from 50*l.* to 75*l.*

Public Schools of the Third Class, which were intended to be not in towns or villages, but "at eligible stations among the agricultural population," were to receive a similar grant of 30*l.* under similar conditions.

The three classes of Mission Schools were described as:—"Class I, where there is a series of schools—infant, juvenile and industrial; "Class II, where the children form only one school and "Class III, Schools at out-stations."

Schools of these three classes were entitled to grants of 75*l.*, 30*l.*, 15*l.* respectively, it being provided that the aid was for teachers' salaries only.

The three classes of Aborigines Schools were more fully characterised as follows:—

Class I. Where there were two qualified teachers and the average daily attendance was not less than 100;

Class II. Where there was only one teacher, qualified to give instruction in English, as well as in the native language, and the average daily attendance was not less than 50;

Class III. Where there was only one teacher, qualified to give instruction in the Native language but not in English, and the average daily attendance was not less than 25.

The maximum grants available for the schools as thus specified were 140*l*., 40*l*., and 20*l*. respectively; but in the case of schools of the first two classes there was offered an additional grant of 10*l*. for the female superintending the needlework of the girls.

(*b*) Management.—The managers of Public Schools were to be approved by the Government, but no indication was given as to how they were to be chosen or appointed. In certain cases, viz., in the case of Public Schools of the First and Second Classes, Municipal or Divisional Councils might, if all the ordinary conditions were complied with, be the managers of schools established by them; or they could appoint in their stead other managers, subject to the approval of the Government.

The Mission Schools were to be under the management and control of the churches or missionary bodies with which they were connected; and, though not distinctly stated, it was implied that the same was to be the case with regard to the Aborigines Schools.

(*c*) Buildings.—Apparently no aid from the Government was intended to be given in any case towards the erection or maintenance of school buildings.

In the case of the Public Schools the managers were to provide and keep in repair the school rooms and school furniture, suitable out-offices and a suitable residence for the principal teacher, or in place of this last, an annual allowance of at least one-fifth of the teacher's salary. A proper recreation ground was also declared necessary for Schools of the First and Second Classes. In the case of Mission Schools, the Government was to be satisfied that suitable school buildings, furniture, offices and a recreation ground were provided; but apparently nothing of the kind was required of Aborigines Schools, the Schedule making no mention of buildings or equipment in their case.

(*d*) Teachers' Qualifications.—Next to nothing is said regarding the qualifications of teachers, the only indication given being that, in the case of Public Schools, and in their case only, the qualifications of the teachers nominated by the managers were to be approved by the Government.

(*e*) Subjects of Instruction.—The subjects of instruction in the various classes of schools were specified with considerable minuteness.

In the first two classes of Public Schools, there were to be two courses of instruction, a "secondary or superior" and a "primary or elementary" course. The primary course was to be the same in both cases, and was to include reading, writing, arithmetic, English grammar, and descriptive geography. In the schools of the Second Class, the secondary course was to include, in addition, the rudiments of the Latin language, plane geometry, and elementary algebra; and in schools of the First Class, Greek, Latin, English literature, history, elementary mathematics, and the elements of physical science.

Public Schools of the Third Class and Mission Schools had the same curriculum, viz., at least reading, writing, and elementary arithmetic.

In the case of Aborigines Schools the subjects were not stated with the same definiteness. The pupils were to receive "suitable elementary education" in English or the native language, or in both, and, in addition, "suitable industrial training." Industrial training for boys included carpentry, wagon making, blacksmith's work, tailoring, shoemaking, printing and bookbinding; and for girls, "household work."

(*f*) Religious Instruction.—The subject of religious instruction is referred to in connection with both Public and Mission Schools. In the case of the former, it was provided that a special hour, in addition to the ordinary school hours, might be set apart for the purpose. No such provision occurs in the case of Mission Schools, possibly it was thought unnecessary to do so; but in both it was laid down that no scholars could be compelled to attend for religious instruction without the consent of their parents or guardians. In connection with Aborigines Schools, nothing at all is said on the subject.

(*g*) Medium of Instruction.—In the case of all Public Schools of the First and Second Classes the medium of instruction was directed to be English; in school of the Third Class, a little liberty was granted at the outset, but English was to be the sole medium of instruction after 12 months had elapsed from the time of the establishment of the school. In Mission Schools, the medium was to be English "as far as practicable"; and in Aborigines Schools, as might be gathered from the mode of classifying them, English or the native language, or both.

(*h*) School Hours.—For secular instruction, not less than four hours per day was to be given in every school. In the case of the Public and Mission Schools it was further particularised that two of the hours were to be in the forenoon and two in the afternoon.

(*i*) School Fees.—The Schedule did not determine the school fees in any way. In the case of the Public Schools, the fees were to be fixed by the managers and approved by the Government; in the case of the other classes of schools, nothing at all is said on the subject, though in the case of Mission Schools the payment of fees is implied.

(*j*) School Rules.—Local School Rules and Regulations are referred to in connection with the Public Schools, but only in the statement that they were to be framed by the managers and approved by the Government.

(*k*) Free Scholars.—The Governor was given the right to appoint "free scholars" to every Public and Mission School, though not, it would seem, to an Aborigines School. These appointments were limited in number and were to be confined entirely to pupils who were unable from circumstances to pay the ordinary school fees. In Public Schools of the First

and Second Classes, one free scholar could be appointed in each school for every 20*l.* and 10*l.* respectively of the annual grant allowed by the Government; while five free scholars could be appointed in each Public School of the Third Class or Mission School.

(*l*) Mixed Schools.—The question of "Mixed Schools" was dealt with only in connection with Public Schools of the First and Second Classes. In both these cases, it was laid down that, in schools attended by both sexes, provision was to be made, if possible, for the placing of the sexes in separate apartments, with the girls under a female teacher. If, however, the inhabitants of a locality preferred to have entirely separate boys' and girls' schools, the Government would give grants in aid of both, if the population was sufficiently large to justify their establishment.

(*m*) Girls' Schools.—As will be gathered from what immediately precedes, Girls' Schools were to be of only two classes, corresponding to Public Schools of the First and Second Classes. A Girls' School of the First Class was to receive a grant of 50*l.* per annum in aid of the teacher's salary, and was to provide instruction in the English language and composition, outlines of history and geography, arithmetic, plain needlework, and, as far as practicable, domestic economy. A similar grant of 30*l.* per annum was to be made to Girls' Schools of the Second Class, which were to provide instruction in reading, writing, elementary arithmetic, and plain needlework.

(*n*) Maintenance Grants for Aborigines.—In addition to the grants towards the teachers' salaries already mentioned, the Schedule made provision for further aid, in the shape of certain capitation grants, in the case of Aborigines Schools. Thus, a maintenance grant of 15*l.* per annum was to be made to males who entered into a definite engagement with the authorities of the institution for a period of not more than four nor less than two years as apprentices in carpentry, wagon making, blacksmith's work, tailoring, shoemaking, printing or bookbinding, and a similar grant of 10*l.* per annum was available to females for not more than two years nor less than one year as apprentices to "household work." Further, an allowance of 10*l.* to 12*l.* per annum was offered towards the maintenance of native boarders actually resident in the institution, and who had, "besides the ordinary school work, some industrial occupation, such as field or garden labour, or special training for pupil teachers."

56. Perhaps the most striking feature of the enactment is to be found in the fact that the financial principle on which Government aid was to be given to Public Schools does not appear in the body of the Act. In later times no notion became more firmly fixed in the popular mind as an essential in the practical working of the Act than the "Pound for pound principle"; and yet it is as much a detail as any other part of the Schedule, and as such as liable to be altered by a mere resolution of both Houses of the

Legislature, that is to say, without the passing of an Amending Act.

The purely voluntary character of the whole system should also be carefully noted. No provision whatever was made for bringing new schools into existence at places where such were needed, or for securing the attendance of children within reasonable distance from an existing school. If the people of a neighbourhood were sufficiently alive to the advantages of education for their children, and if a few leaders were prepared to come forward and bear the initiatory trouble and expense of starting a school, Government aid might fairly be reckoned on; but if these favourable conditions were awanting, the Act provided no substitute to take their place. The clergy, it is true, might fairly be expected to take a serious interest in providing schools, and, as a matter of fact, did so to a considerable extent, but it was no part of their duty to the State, and might, therefore, be left undone without attracting more than passing comment.

It is curious also to observe how little provision was made for expansion or for the consideration of any circumstances different from those contemplated in the Act. Thus no Fiscal Division, however populous it might become, could have more than one First Class Public School, and no such school could have aid for more than two teachers; no school of the third class was viewed as possible in a town or village, and for such only one teacher was provided; indeed, if any school whatever grew in numbers to be beyond the powers of the staff specified in the class to which it belonged, no extra teacher could be provided, unless at the full expense of the managers.

Equally noteworthy with such omissions is the surplusage of detail under certain other heads. This is most conspicuous in connection with the classification of the schools, where there occurs a preternatural symmetry quite out of keeping with the grounds assigned for it. This is readily brought out by observing and comparing the three modes of differentiating the three classes of the three orders of schools.

In passing, too, it is impossible not to regret the unfortunate use of the word "Mission" as a distinguishing name of one of the three orders. Whatever reason existed for calling the "B" Schools "Mission" Schools applied with equal force to the schools of Order C. Both of them were in reality Mission Schools; and probably the only justification for a distinction between them lay in the fact that one of them had at first been provided for in a special way by the English Government.

57. The immediate effect of the Act was not at all striking. Three was no sudden increase in the number of schools or school children and no abrupt rise in the Government expenditure on education. The number of schools had been growing before the Act passed and the growth continued, but not at any higher

rate; in fact, the increase for the year preceding the passing of the Act was greater than for the year following. The facts in regard to enrolment and attendance point in the same direction, the figures for the third quarter of 1866 not being materially different from those for the corresponding quarter of 1865. In the matter of expenditure there was an increase of about 2,000*l*. but the sum reached, viz., 25,000*l*., remained practically unchanged for 1867. If we even take a matter for which the Act made direct provision, viz., the abolition of the "Established Schools," we find no evidence of their more rapid disappearance after the Act than before. They had been gradually dying out for some years, the number having fallen from 20 in 1859 to nine in 1864, and the nine thus existing when the Bill was in hand took ten years more, with the help of the Act, to vanish. Speaking generally, we may therefore say that the Act simply crystallised tendencies which had for years been in evidence, methodised the Government supervision and local management of schools, and introduced something like a principle into the giving of State aid.

58. As a consequence of the clause regarding the Slave Compensation Fund and Bible and School Commission Fund, a new pupil-teacher system was inaugurated, which, however, only slightly differed in its details from the scheme of 1859. Its operation was by the Act confined to Mission Schools, while the old scheme was applicable to schools of any class, the other main points of difference being that the salaries of the pupil teachers were much reduced, that apparently there were no annual examinations to test progress, and that no bonuses were to be paid to the teachers of successful candidates. A good beginning was made, 36 pupil teachers being admitted during the first year, but the operation of the system does not appear to have been very satisfactory on the whole, for in 1871 it is found that out of the 77 pupil teachers admitted since 1866, only 15 were actually engaged in teaching, 24 were still under training, while 38 had taken to other pursuits.

59. While the Mission Schools received this special attention on the part of the Government, there is evidence also that considerable general attention must have been given to the development of the other class of schools under church management, viz., the Aborigines Schools, the increase in the number of such schools being very noteworthy in the years immediately following the passing of the Act. Part of this was due to the extension of the area under the operation of the Act; the districts of King Williams Town and East London, for example, being included in 1867, and portion of the Transkei in 1871 for the sake of the migrated Fingoes. The increase, moreover, is all the more striking when compared with the corresponding increase in the number of Public Schools. These latter, as we have seen, numbered 147 in 1865, and it is found that eight years after-

wards the number had risen to 169—an increase of 22 only. In the same period, on the other hand, the number of Mission and Aborigines Schools rose from 206 to 346—an increase of 140—with the result that, of the total 515 State-aided schools existing at the latter date, not quite one-third belonged to the class of Undenominational Public Schools.

60. The two clauses of the Act having reference to inspection did not bear their full fruit until 1872. Inspection had, of course, always been going on, the Superintendent-General undertaking to visit as many schools as he could in the time saved from purely office work. So far back as 1839, the year of Dr. Innes' appointment, this kind of inspection was carried on; indeed, in that year and two or three years following it, Dr. Innes found himself able to visit and inspect every school under his supervision. This, however, soon became impossible, and about the time of the passing of the Act it would seem that not more than two months could be given by the Superintendent-General to the business of inspection.

The change contemplated by the Act was the appointment of Deputies of the Superintendent-General, whose duties would be confined entirely to inspection. It had actually been proposed in Parliament as an amendment to a clause of the Bill to provide for the appointment of two such Deputy-Inspectors, but the amendment was not carried, probably because it was deemed that action in the desired direction could be taken when necessary without specific authority.

The two first Deputy-Inspectors were Messrs. A. N. Rowan and O. H. Hogarth, the date of their appointment being October, 1872. The former was selected from among the teachers of the Colony, having, indeed, been one of the early pupil teachers, assistant at Stellenbosch from 1845 to 1848, teacher at Malmesbury from 1848 to 1856, and at Worcester from 1856 to 1872; the latter was an Oxford graduate, who had been for some time previously a lecturer at the Diocesan College, Rondebosch. The appointments were specified to be for three years, with the possibility of re-appointment. For the purposes of inspection, the Colony was apparently partitioned into two Circuits, an Eastern and a Western, for in the first published collection of reports, Mr. Rowan deals with schools in the districts of Cape, Stellenbosch, Paarl, Wellington, Worcester, Tulbagh, Ceres, Piquetberg, Clanwilliam, Calvinia, and Caledon, and Mr. Hogarth with the schools in the districts of Port Elizabeth, Uitenhage, Humansdorp, Albany, Bathurst, Alexandria, Fort Beaufort, Stockenstrom and Alice. The reports issued, as had been the custom for some years previously, in the form of an appendix to the Superintendent-General's report, were similar in character to those which in Dr. Innes' time had formed part of the main body of the report, but were more condensed and more strictly statistical in form, consisting usually of a paragraph regarding the school as a whole—the accommodation, the teaching staff, the grants, the discipline

and the attendance; and separate short paragraphs regarding each of the classes.*

During the first three months after their appointment—that is to say, the last quarter of 1872—the two Deputy-Inspectors examined in all 110 schools, and their yearly average for some time afterwards was about 200 schools per annum each.

61. The appointment of the Inspectors in 1872 also forced upon attention the necessity of providing some means of ensuring that the teachers of all schools should be duly qualified. In the same year, therefore, it was decided to establish an "Elementary Teacher's Certificate," and the Superintendent-General stated in his report that "the possession of this or of some higher and duly recognised certificate would in future be demanded of all persons nominated to the charge of aided schools." The candidates for this certificate were to be at least 16 years of age, and were to be examined in the English language, arithmetic, descriptive geography, handwriting, and school management, the Dutch and Kafir languages being additional and optional subjects. This Certificate, which attested very moderate attainments on the part of the holder, qualified only for the charge of Public Schools of the Third Class or Mission Schools, and, during the year 1873, was obtained by 20 candidates, 11 of whom were female.

62. The institution of regular inspection also called into greater prominence the need for more uniformity in the course of instruction given in the schools, and the desirability of having the curriculum divided into a certain number of portions, each suitable for a year's work. The first attempt in this direction, it will be remembered, dates from the year of Dr. Innes' appointment (1839), and, as might be expected, the new course introduced by Dr. Dale did not differ to any great extent from the old. It is worthy of note, however, that the English technical word "Standard" is now used for the first time to indicate the various stages of the curriculum. The so-called Standards were

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* The following, for example, is the first of Mr. Hogarth's reports :—

(1.) Port Elizabeth.—St. Paul's Girls' and Infant English Church Mission School. Grant, 45*l.* per annum. One female teacher, Louisa Morley, and two assistants. On the books, 61 girls, 38 boys; present, 43 girls, 25 boys. The absence of so many children at my visit was accounted for by the prevalence of whooping cough in the neighbourhood. All the children are in one room, 42 feet by 22 feet, in good repair and well furnished. The school is in good order and well disciplined. Classes, 5.

Class I.—Present, 2 boys, 7 girls; read National Reading Book (IV.), well, 7; rest fairly; work arithmetic, simple rules, fairly; write copy and do dictation, well, 4; rest fairly; learn a little geography and English grammar.

Class II.—Present, 19; read National Reading Book (III.), well, 6; rest tolerably; work sums in simple addition and subtraction; write copy and dictation, but not very far advanced.

Class III.—Present, 9; read National Reading Book (II.); work simple addition and subtraction; about half write copy and most dictation.

Class IV.—Present, 16; read National Primer, well, 7; rest fairly; spell from cards; repeat tables and write on slates.

Class V.—Present, 15; spell from cards and begin to write on slate.

four in number, the full statement of the details of the four, as officially intimated, being as follows:—

Requirement.	Standard I.	Standard II.	Standard III.	Standard IV.
Reading	Narrative in monosyllables.	Narrative from an Elementary Reading Book.	An ordinary Narrative.	Any ordinary narrative fluently and correctly.
Writing	Write on slate, figures and monosyllables.	Write short sentences to Dictation, and transcribe passages from a printed book.	Write an ordinary passage dictated slowly.	Write freely to Dictation.
Arithmetic	Simple addition and Multiplication Table.	Any example in Simple Rules.	Compound Rules (Money).	Practice, proportion, and vulgar fractions
Geography	—	—	Outlines of descriptive geography.	Descriptive geography generally.
Grammar	—	—	—	Elements of Grammar, Parts of Speech, Composition of a Sentence, &c.

Some points of difference between this curriculum and that of 1839 are readily noticeable without any close investigation. In the first place, the number of standards is one fewer than formerly; in the second place, the subject-matter is indicated in far less detail; and in the third place, no standards of religious instruction appear at all. On closer examination it will be found that drawing and the excellent five years' course of object lessons culminating in formal instruction in physical and natural science have also entirely disappeared, and that on the other hand writing to dictation, which formerly was not referred to in the first three standards, is now introduced at the very outset, and advances in difficulty from standard to standard. In addition to this, it may suffice for the purposes of comparison to take one of the common school subjects, say, the first of the three R's, and follow it through the entire range of both courses.

YEAR 1839.	YEAR 1873.
First Book of Reading.—Chambers' Educational Course. The mechanical exercises in reading to be accompanied with incidental conversations on the subjects read, and such illustrations as tend to promote correct verbal knowledge.	Narrative in monosyllables.
Second Book of Reading.—Using the same method of incidental instruction and illustration as in the first class, with a view not only to the intellectual but the moral training of the pupil. The elliptic method of instruction during these conversations will be found highly serviceable in creating interest and keeping up attention.	Narrative from an Elementary Reading Book.

YEAR 1839.	YEAR 1873.
Third Book of Reading and Moral Class Book.—The same process of incidental instruction and illustration as in the Second Class.	Any ordinary Narrative.
Recitations in the Moral Class Book and Introduction to the Sciences.	Any ordinary Narrative fluently and correctly.
Recitations in Chambers' History of the British Empire, and the first, second, or third book of Natural Philosophy (Chambers' Course), recitations in poetry.	

It may be seriously questioned whether the differences thus brought to light in the two curricula corresponded to actual differences of attainments in the pupils taught under the two systems.

Finally, it may be mentioned that the general note appended to the curriculum of 1839 in regard to the teaching of Dutch has no analogue in the curriculum of 1873.

63. Although the Third Class of Public Undenominational Schools had been specially provided to meet the wants of farmers, it soon became apparent that, on account of the great distances which separated farms from one another, this provision was insufficient and that, indeed, day schools in any shape were not appropriate for the purpose in view. A new class of schools had therefore to be instituted, and for this purpose additional "School Regulations" were approved by Parliament in 1873. By these regulations, this fourth class was designated "District Boarding Schools" (Order D.), and the conditions under which they would receive Government aid were specified. In the first place, the Superintendent-General of Education was to be satisfied that a Boarding School was required by the District and that the site proposed was suitable; the managers, teachers, rate of fees, and all other arrangenrents being also subject to his approval. The managers were to provide day school instruction for the children resident in the locality; their school, like all other State-aided schools, was to be subject to inspection, and the grants towards the teachers' or superintendents' salaries were to be on the "Pound for pound principle." Fora Boys' School of this class the annual grants in aid were to be 100*l.* towards the salary of the principal teacher, 50*l.* towards the salary of the assistant teacher, and 50*l.* towards the industrial department; while the corresponding grants for a Girls' School were to be 50*l.*, 30*l.*, and 10*l.* A further grant of a different kind was also made available to these Schools, viz., a capitation allowance of 6*l.* for each pupil "boarded and lodged and educated in the institution, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards his education." To

afford additional facilities for the education of children whose homes were far removed from existing schools, provision was also made for the formation of "Boarding Departments," either for boys or girls, in connection with the ordinary Public Schools. The annual grants available for such Departments were fixed at 30*l.* towards the salary of the Superintendent, and a capitation allowance of 6*l.* to certain children, as in the case of the Boarding Schools proper.

The distinction between a District Boarding School and a Public School with a Boarding Department will thus be seen to be dependent upon the ratio of the number of day pupils to the number of boarders, the boarders being in a majority and possibly even the only pupils in a District Boarding School. As a rule, the grant for a Boarding Department went to the principal teacher of the Public School concerned. There thus arose a further point of difference between the two kinds of schools—in that the Principal of a Public School with a Boarding Department received two separate grants, while to the teacher of a District Boarding School there was paid only one grant, covering the two kinds of duties which he had to perform. It would appear that at first less advantage was taken of the grants for Boarding Departments; for, whereas two years after the passing of the regulations the District Boarding Schools were 10 in number, the number of Boarding Departments was only four.

64. Leaving now all these matters connected with elementary schools, let us resume the story of the higher education.

It will be remembered that when Sir George Grey proposed the creation of a Board of Examiners, the intention was to prepare the way for the institution of a corporation with a much more ambitious title. The Board had satisfactorily fulfilled the expectations of its founders and, by preserving a high standard in its examinations, had exercised a considerable effect on the progress of education. In the 15 years of its existence, there were granted in all eight First Class Certificates in Literature and Science, four First Class Certificates in Law and Jurisprudence, 54 Second Class and 170 Third Class Certificates in Literature and Science; and in addition, there had been continuously held by it examinations for admission to the Public Service, for certificates of proficiency in land-surveying, &c. By the time we have now reached, however, it was felt that the sphere of its influence was a somewhat narrow one, and that the number of possible candidates warranted an effort to make the development which had originally been intended. Accordingly, in 1873 the services of the Board were dispensed with and a University established by Act 16 of that year.

The "University of the Cape of Good Hope," as established by the Act, was intended to be an examining body of the type of the University of London, and was to consist of a Chancellor, Vice-Chancellor, a Council and Graduates. The Council was to consist of 20 members, all of whom were in the first instance to be appointed by the Governor, and were to continue in office for six years: but in all succeeding Councils, half only of the

members were to be appointed by the Governor, and the other half elected by the Convocation. The Act gave the Council power to confer, after examination, the following degrees, viz., B.A., M.A., LL.B., LL.D., M.B., and M.D., and also Certificates of proficiency in law and jurisprudence, land-surveying, civil engineering, and navigation; but graduates of other Universities might be admitted without examination to similar degrees in the Cape University. The minor powers and duties of the Council are specified with considerable minuteness: they were to appoint the examiners, frame bye-laws and regulations, appoint a Registrar and other officers, and furnish an annual report and financial statement to the Governor.

The Convocation of the University was to consist of the graduates admitted without examination *ad eundem gradum*, the graduates after examination, and the holders of Certificates in Literature and Science granted by the Board of Examiners. The Chancellor was to be elected by the members of Convocation as soon as their number reached 100, and was to hold office for life: the Vice-Chancellor by the members of Council, and was to hold office for two years.

Finally, the Act enjoined that "no religious test shall be administered or proposed to any person" to entitle him to enjoy any advantage or privilege of the University; and it repealed the various Acts relating to the Board of Examiners.*

The first examinations under the new body were held about the middle of 1874, when 70 candidates presented themselves, viz., 1 for the degree of M.A., 9 for the degree of B.A., 49 for matriculation, 9 for the Law certificate and 2 for the Survey certificate.

The year following there appeared the first *Calendar*, a modest volume of 170 pages, containing the usual details of such publications.

65. As it was doubtful whether the new University had power under its Act to confer degrees upon students not resident within the Colony, an additional Act † was passed two years after the first giving the requisite powers, and, with this object in view, even authorising the Council to make provision for the holding of examinations beyond the boundaries of the Colony.

Two years later, the status of the University was formally insured by the granting of a Royal Charter in its favour, the effect of which was to entitle its degrees to the same rank, precedence and consideration throughout all the Queen's realm as if they had been granted by any University in the United Kingdom.

66. As might have been expected, we find that the candidates for the examinations of the Board of Examiners, and of the new University, came from a great variety of institutions, and even included individuals whose only preparation had been private study. In the five year period 1870–74, however, four institu-

* Viz., Acts 4 of 1858, 18 of 1860, 4 of 1863, and 10 of 1868.
† Act 9 of 1875.

tions stand out prominently as providers of the higher education necessary for such candidates, the Diocesan College at Rondebosch, the South African College at Cape Town, the Public School at Stellenbosch, and the Gill College at Somerset East.

It was natural, therefore, that some attempt should be made to put institutions of this kind on as definite a basis in relation to the higher education as the ordinary schools had been put by the Act of 1865. This was the origin of the so-called "Higher Education Act" of 1874 (Act 24 of 1874).

67. The Act closely resembled the "lower" Education Act of 1865, if we may so call it, in being exceedingly brief, the first of its four clauses containing all that is of importance. It also resembled it in the actual form of words employed in this essential clause, the only real difference being that the phrase "higher and professional education" took the place of "public education": that is to say, it was simply provided that all money granted by Parliament for the purposes of higher and professional education should be administered by the Governor in accordance with rules and regulations which had been assented to by both Houses of Parliament, approved by the Governor and proclaimed in the *Gazette*. There was the further resemblance that, connected with this clause, was an appended Schedule containing the regulations to be in force at the outset, and that the principal one of these regulations concerned the grant-in-aid, which was a sum not exceeding 200*l*. per annum towards each professor's salary. One of the unimportant clauses of the Act concerned the special case of Graaff-Reinet College, which already had two professors and a grant of 400*l*. per annum, and which, therefore, was not considered to be in want of aid until a third professor was proved to be necessary; and the unimportant clauses of the Schedule instituted the usual conditions connected with a salary grant, such, for example, as the Government's approval of the appointment of the professor and of all the arrangements connected with the discharge of his duties.

68. Two years after the passing of the Act, the institutions working under it were five in number, viz., the four abovementioned and the Grey Institute, Port Elizabeth. Only three of the five, however, had matriculated students under instruction, these being, in the order of their importance, the South African College, the Diocesan College, and the Public School at Stellenbosch. In all of the five, except the Diocesan College, there were two lecturers subsidised in accordance with the provisions of the Act—one in the depatrment of Literature, and one in the department of Science. In the case of the Diocesan College, there were three lecturers—one for Mathematics, one for Classics, and one for English Literature and Physical Science. In this connection, however, it needs to be borne in mind that the South African College had, in addition, a 400*l*. annual grant of old standing.

69. Let us now return to the subject of the elementary school system.

As has already been pointed out, Section 58, the system inaugurated shortly after the passing of the Education Act, under which a limited number of pupil teachers were maintained in Mission Schools, was not very satisfactory in its operation and totally inadequate to the requirements of the Colony as a whole. In 1874, therefore, it was considered necessary to frame additional "School Regulations," having for their object the extension and amendment of this system. The new scheme approximated even more closely than the old to that of 1859; there was no restriction to one class of schools, the salaries of the pupil teachers were raised, the principal of a school was to give special instruction to the pupil teachers under his charge, and was to receive an allowance of from 10*l.* to 15*l.* for every one of them who succeeded in obtaining the Elementary Teachers' Certificate. The only point of real difference, in fact, was that there were again no annual examinations of the pupil teachers to test their progress.

The immediate effect of the alterations was to increase greatly the number of pupil teachers—96 being admitted during the first year.

70. Contemporary with these regulations amending the pupil-teacher system were others making provision for an extension of the grants in aid. It will be remembered that it was a point of objection to the Schedule of 1865 that there could be no more than two teachers in a First Class Public School, and no more than one in a Public School of either the Second Class or Third Class—unless indeed such additional teachers were provided entirely at local expense. The new Regulations of 1874 made the necessary correction by providing that annual grants of 75*l.*, 30*l.*, and 15*l.* would be available, on the pound for pound principle, towards the salaries of such assistants as were necessary in Public Schools of the First, Second, and Third Class respectively. For Girls' Schools of the First and Second Classes, similar grants of 30*l.* and 15*l.* respectively were allowed under similar conditions.

A further new departure was made by the offer of a grant of 30*l.* per annum, on the pound for pound principle, towards the salary of the teacher of a Preparatory or Infant School in connection with the Public School of a town.

71. It was soon found that the two Inspectors appointed in 1872 were, owing principally to the great distances and the difficulties of travelling, unable to inspect and examine all the schools receiving State aid. In 1873, for instance, 104 schools—out of a total of 540 in actual operation—were left unvisited. To remedy this, a third Inspector, Mr. F. H. Ely, a holder of the First Class Certificate of the Board of Examiners, was appointed in 1874; an Inspector for Basutoland, Mr. E. Rolland, M.A., in the following year; and an Inspector for the Transkei territories, Mr. Charles Clark, in 1877. The latter had taken Mr. Hogarth's place in 1874, and was succeeded, on his transference to the Transkei, by Mr. S. Lewis, B.A.

The Circuits in 1877 were then as follows:—

1. Western—Mr. Rowan - - Namaqualand, Calvinia, Clanwilliam, Piquetberg, Malmesbury, Cape, Paarl, Stellenbosch, Caledon, Bredasdorp, Robertson, Worcester, Tulbagh.
2. Central—Mr. Ely - - - Colesberg, Hopetown, Richmond, Murraysburg, Victoria West, Fraserburg, Beaufort West, Graaff-Reinet, Middelburg, Somerset East, Uitenhage, Port Elizabeth, Humansdorp, George, Knysna, Mossel Bay, Riversdale, Swellendam, Oudtshoorn, Prince Albert.
3. Eastern—Mr. Lewis - - Aliwal North, Albert, Wodehouse, Queenstown, Stockenstrom, Victoria East, Fort Beaufort, Cradock, Bedford, Peddie, Albany, Alexandria, Bathurst, East London, King Williams Town.
4. Transkei—Mr. Clark - -
5. Basutoland—Mr. Rolland -

The results of the inspections for the four years 1873–77 may here be noted, as they serve to give a fairly accurate idea not only of the work done by the Inspectors, but also of the state of education in the Colony at the time:—

Year.	Attendance at Inspection.	Below Standard.	Standards.			
			I.	II.	III.	IV.
1873	21,862	11,648	4,411	3,412	1,725	744
1874	17,475	8,855	3,404	2,746	1,627	843
1875	27,457	15,143	5,719	3,428	2,303	914
1876–77	26,504	15,120	5,667	2,780	1,992	945

72. In 1877 there were promulgated still more "School Regulations," dealing this time with two subjects widely different from each other.

In the first place, there were six clauses respecting Girls' Schools and superseding all previous regulations on that subject (viz., the regulations, the effect of which was given in Section 55, m, and Section 70). As in the Schedule to the Act of 1865 it was again provided that Girls' Schools were to be of only two classes. A Girls' School of the First Class was to receive, on the pound for pound principle, an annual grant of 75*l.* towards the salary of the headmistress, and grants of 50*l.* towards the salaries of such assistants as might be necessary; and it was to provide superior instruction in the English language and literature, history, geography, arithmetic, and, as far as practicable domestic economy. For the schools of the Second Class, where the instruction was to comprise the "three R's," the outlines of history and geography and plain needlework, similar

grants of 50*l.* and 30*l.* respectively were made available. The second matter dealt with was the subject of industrial education in District Boarding Schools and Aborigines Schools, and the regulations under this head were supplementary merely to those already in force. In the case of the former class of schools, an annual grant of 50*l.* was offered, as before, in aid of the expenses of an Industrial Department or Trade Class, provided that there was a sufficient attendance of pupils of suitable age. In the case of Native Industrial Institutions, it was stated that an annual grant of 120*l.* would be given towards the salary of a qualified Trade-teacher in Carpentry, Wagon-making, Smiths'-work or Leather-work, with the provisions that there were to be no more than two such grants for any one institution, and that the regular attendance at any one Trade Department was not to be less than 15 probationers or 10 apprentices. Besides this annual grant in aid of the teacher's salary, there was also available an outfit grant of 30*l.* to be devoted to the purchase of tools, fittings, and materials for the Trade Department with which he was to be connected. There was also a further provision to the effect that Native Day Schools could have the same grant as District Boarding Schools and under similar conditions.

It is worthy of notice that, in the matter of industrial education, greater liberality was thus shown towards an Aborigines Institution than towards a District Boarding School for white children. In the latter class of school, in fact, the industrial education given amounted to little more than a weekly lesson or two from the village carpenter, whereas the class in an Aborigines' Institution consisted of apprentices who, with their teacher, devoted practically the whole working day to their trade.

73. It will be remembered that the introduction of the new Regulations of 1874 led to a very great increase in the annual number of those admitted to the pupil teachers. As a natural consequence of this, the annual number of those who obtained the "Elementary Teachers' Certificate" was correspondingly augmented, having risen from 20 in 1873 to 165 in 1877.

With the object, principally of providing some means whereby the holders of this Certificate might receive further systematic training and practice in teaching, but also with a view to the training of ordinary pupil teachers, the Synod of the Dutch Reformed Church determined in 1878 to establish a "Normal School" in Cape Town.

To this end, a Principal was obtained from Scotland, and the school was opened in January of the following year. It was composed of two Departments—a higher, for which apparently the entrance qualification was intended to be the Elementary Teachers' Certificate, and a lower, which was simply a day school for boys. Aid was afforded by the Government in the form of a special vote under the head of "Pupil Teachers' Expenses," and consisted of grants towards the salaries of a principal, a master of method and assistants, and of allowances for pupil teachers. From the outset the new venture was considered a success; and two years after its initiation, we find that there were 20

youths under training to be teachers and 116 pupils in the boys' day school.

About the same time there was started, under the auspices of the English Church, a Normal Department in the Zonnebloem Kafir College, Cape Town. This was an institution which had been designed by Sir George Grey for boarding and educating the sons of native chiefs, but which had in time departed somewhat from its original purpose by opening a section as a day school for European children. It was to this section that the Normal Department was attached. It began with a "Master of Method" and seven youths under training, but prosperity did not attend it, and in a couple of years or so it was practically dead.

The institution of these two agencies for the preparation of youths for the teaching profession led to the establishment of a higher certificate for teachers—the "Middle Class Certificate." The candidates for this certificate were to be at least eighteen years of age—that is to say, two years older than the candidates for the Elementary Certificate—and were to have had some experience in teaching. The subjects of examination were to be English, elementary mathematics, Latin, penmanship, freehand drawing, descriptive and physical geography, elementary physics, and school management, three of these being subjects not already taken for the Elementary Certificate, viz., Latin, elementary mathematics, and drawing. This Certificate, which was intended to qualify for the charge of a Public School of the Second Class, or a Girls' School of the First Class, or for an assistantship in a First Class Public School, was obtained during the year 1879 by eight candidates.

74. About this time a very important stage was reached in the history of the South African College. It will be remembered that Ordinance No. 11 of 1837 (*vide* § 23), by which the College was first put on a legal foundation as a public institution, was to continue in force for 21 years. In 1858, when this period had elapsed, the Ordinance was renewed by Act 19 of that year for three years more; and then, by Act 30 of 1861, it was again renewed and ordered to continue in force until repealed. In 1878, owing to the fact that the proprietors of the shares allotted in 1829 had come to an agreement to renounce all their right and title to the College buildings, &c., it was felt that a favourable opportunity had arrived for making certain changes in the constitution of the College, and an "Act for Regulating and Providing for the South African College" * was accordingly passed in that year. As, however, it was followed by an amending Act † in the following year, it will be convenient to give the provisions of both Acts, as read, together.

Under these enactments, the general superintendence of the South African College was vested in a Council of nine members three of whom were to be appointed by the Governor, three by the University Council, and three by a constituency of "life governors" and "past students." By a "life governor" was understood any shareholder or any donor of 20*l.* or more to the College funds,

* Act 15 of 1878. † Act 12 of 1879.

and the term "past students" was restricted to those former students of the College who held a Certificate in Literature and Science from the Board of Examiners or were graduates of some University. The internal management of matters relating to discipline and instruction was to be under the care of a Senate, a body composed of the Principal of the College (if such a functionary were appointed), the professors, and two members of the Council. The powers and duties both of Council and Senate were fully detailed. In addition to other minor matters the Council was to appoint the professors and lecturers for the College and, if it thought fit, a Principal as well; and it was to fix and regulate the fees. A still more important power was, however, given it by the second of the two Acts under consideration, viz., the power to establish in Cape Town a First Class Undenominational Public School or, if found necessary, separate boys' and girls' schools. To this power was naturally annexed the right to be the managers of the schools so established and to appoint the teachers, &c.; but so long as such schools were aided under the provisions of the Education Act of 1865, they were to be subject to all the ordinary regulations. Finally, the Governor was given the right to enter a limited number of free students—this number in no case to exceed 10.

[*At this point Mr. Muir found himself compelled, by pressure of other engagements, to break off the composition of his report. The remaining portion of Part I. and the whole of Part II. and Part III. have been prepared from official publications relating to Education in Cape Colony.*]

75. In 1879 the Government, in accordance with a resolution of Parliament, appointed a Commission to inquire into the state of education in the colony, a matter upon which a good deal of dissatisfaction was known to exist. The Commissioners (among whom were the Chief Justice, the Speaker, and Mr. J. A. de Wet) were directed to inquire into the working of the Education Acts, and to report what changes, if any, were needed, in their judgment, in order to secure increased educational efficiency and to encourage education. The educational condition of the rural or farming population was specially referred to them for investigation.

After receiving evidence the Commissioners reported that education in the colony had certainly made great progress during recent years, but that nevertheless the masses of the population were not fully alive to the benefits of education. They had found that in the colony educational progress was hindered by three potent causes—the fact that at least three languages were spoken among the different sections of the inhabitants; the conservative instincts which were specially characteristic of many of the families resident in the colony; and the preponderance of the native over the European element.

The Commissioners recommend that a conscience clause should be adopted in the matter of religious instruction; that the duties of the Superintendent-General should be divided

between two officers, one to be charged with the administrative and financial part of the work, the other with duties which were more definitely professional and educational; that the number of deputy inspectors should be increased; that committees of school managers should be turned into corporate bodies with rating powers; that the guarantee system should be abolished, and any annual deficiency in the income of the proposed School Boards defrayed out of local rates and public revenue; that, if a district failed to elect a School Board, the Education Office should be empowered to nominate one; and that within municipal limits education should be made compulsory in the case of all children between the ages of 5 and 13. The Commissioners also made various recommendations as to the future administration of grants under the Higher Education Act, and favoured changes in the curriculum of the secondary schools with a view to giving more time for the study of "modern" subjects. They further proposed that it should be optional with the managers of a school whether Dutch or English should be used as the medium of instruction, besides stating (in an earlier part of their report) that in their opinion it would be expedient to remove all restrictions as to the language to be chosen as the medium of instruction in schools.

76. In his report for 1880, Dr. Langham Dale, the Superintendent-General of Education, referred at some length to the Commissioners' recommendations. (1) With regard to the language difficulty, he pointed out the somewhat conflicting character of the Commissioners' recommendations. "The current languages of the schools," he wrote, "are English, Dutch, German, Kafir, and Sesuto." Why should the local managers have to choose between two languages to the exclusion of the other three? The existing arrangement, he pointed out, was that in schools of the first and second class instruction should be given through the medium of the English language. "I never heard," he wrote, "of any objection to this rule. In all other schools instruction in English is introduced as far as practicable. This appears to have worked satisfactorily for many years, and it is desirable not to disturb it. But to leave the solution of such a difficult question to the managers of each school introduces an element of discord which will arouse local prejudices and lead to endless complications." Turning to the pedagogical, as distinguished from what may be called the political, side of the problem, he continued: "The difficulties of carrying out a system of bilingual teaching among the children of the agricultural and pastoral population have occupied my attention, and I have found it necessary to recognise two methods, each of which has the support of experienced teachers. One teacher prefers to give instruction throughout the school in English, and introduces translation into Dutch, German, Kafir, and Sesuto, as the case may be, in the reading lessons, word by word, sentence by sentence. It is urged that a pupil who goes through the school course in this way acquires a ready conversational power in English, and is trained to think in English, without neglecting the study of his own

vernacular tongue. Other teachers in Dutch-English, Anglo-German, and Kafir-English schools, consider that the initiatory teaching in reading, object-lessons, and other rudimentary subjects should be conducted in the child's vernacular tongue, whether Dutch, German, Kafir, or Sesuto; and when a certain facility has been acquired, the study of English is gradually introduced. By this method one great object is secured during the brief period of school life, viz., the power of reading the home language; whereas the other method is defective, because the scholar who does not remain long enough to acquire an available knowledge of English will have had little opportunity of learning to write or read his own colloquial tongue." (2) On the subject of compulsory attendance, Dr. Langham Dale stated that the Commissioners' proposal to enforce school attendance upon children from five to thirteen years of age was, in his opinion, impracticable. "There is great risk," he wrote, "of rendering the system odious to the public by making its provisions too stringent." Dr. Dale maintained that the best remedy would be found in the moral influence of truant officers employed within the boundaries of each municipality and empowered, when they found children of school age wandering about the township during school hours, to bring the parents of such children before the magistrates. As Dr. Dale went on to suggest that the magistrates should have power to fine any parents who could not state a reasonable cause for their neglect to send their children to school or produce a satisfactory certificate of the child's ability to read, write, and do simple sums, it will be seen that his proposals did not materially differ from the recommendation of a certain measure of compulsion. He further advocated indirect compulsion by the imposition of restrictions on the employment of children of tender age until they had attained a certain proficiency in the elementary subjects of instruction. "At the same time," he remarked, "it is expedient not to interfere too arbitrarily with the requirements of the labour market. Persistent industry is not a characteristic of the colonial population, and if no boy under 13 years of age is to be allowed to enter the field of honest labour unless he has reached a certain standard of school instruction, I fear that the result will be the encouragement of listless indolence at the sacrifice of self-reliant habits of industry." Finally (3), on the subject of School Boards, Dr. Dale agreed that the proposal to provide, in the case of the undenominational public schools, for the transformation of the local committees of management into corporate bodies, having perpetual succession, with power to acquire land, buildings, &c., for public school purposes, and thus to relieve individual managers from pecuniary liabilities in the event of the revenue of the school being inadequate to meet the necessary authorised expenditure, would be an equitable measure. But he was careful to point out the advantages of the system which it was thus proposed to alter. The plan of individual guarantees was, he argued, a check on extravagance or neglect on the part of the managers. If, in addition to paying half the salary of each teacher

and assisting in the provision of books, maps, and educational apparatus, the State were to make itself responsible for any deficit, would not the motive to economy on the part of the local managers be *pro tanto* relaxed? At present, he continued, "the grant is contingent on the efficiency of a school, but under the proposed system, if a grant were withdrawn, the annual deficiency of the school would be swelled and the State would still have to pay the moiety, irrespective of the deficiency of the instruction." Dr. Dale also pointed out that under the proposed school board system additional local expenditure would have to be incurred for secretary and treasurer, truant officer, local inspector, and other incidental charges. To meet this there ought to be a school rate levied in each division, and "if such a rate is to be authorised the election of the school boards by the ratepayers of the district would be the constitutional sequence." And if a public school board were constituted its members ought, in Dr. Dale's judgment, to be "the responsible managers of *all* the aided schools, whether for superior or for elementary instruction, within its district. *All* schools" (not only some of the schools, as the Commissioners had proposed), "whether frequented by children of European parentage or of the coloured or mixed native races, would then be dealt with on uniform principles, and would enjoy the same privileges. . . . If school boards, invested with the power of levying rates, are to be established by law, they should have full, not partial, jurisdiction in their respective districts. To put *some* elementary and *all* superior schools under the boards, with the concurrent privilege of participating in the school-rates, and to reserve other elementary schools to be dealt with under the old system, would be likely to lead, in the more populous districts, to no little friction and confusion, if not to open rivalry and opposition."

77. In the year 1880 an organising inspector was appointed, and a report was received from him on the schools in the divisions of Namaqualand, Clanwilliam, and Calvinia. In the same year the University established a higher examination for schools.

In 1881 an Art School was established in Cape Town; Deaf and Dumb Schools received aid for the first time; and Victoria College, Stellenbosch, was incorporated by Act of Parliament.

The following table shows the results of inspection for the years 1879-81:—

Year.	Number of Schools.	Number of Scholars.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.
1879	607	27,668	14,721	6,232	3,209	2,369	1,137
1880	704	33,404	17,873	7,592	4,031	2,801	1,157
1881	647	31,276	15,333	7,634	4,006	3,046	1,257

78. In 1882 some minor changes were made in regulations under the Higher Education Act of 1874. It was decided that "where the Government is satisfied that a professor or lecturer appointed under that Act has completed five years' continuous and meritorious service, a special addition to the grant, not exceeding 100*l.*, may be made annually to such professor or lecturer, so long as he performs the duties of his professorship or lectureship to the satisfaction of the Government."

In the same year (1882) Parliament repealed so much of the school regulations contained in the schedule to the Education Act, 1865, as provided that the instruction during the ordinary school hours should be given through the medium of the English language only. And it was enacted that "where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government will require that the principal or one of the assistant teachers shall be competent to give, and shall give, instruction in that language. Where the instruction in the Dutch language is given by a special teacher, not being one of the regular staff, a grant will be made in aid of the salary of such teacher, not exceeding in amount the grant allowed for an assistant in the school with which such teacher is connected."

Other important changes were made in the school regulations, and the chief of these, so far as they remain in force, are embodied in a later portion of this report.

79. In the same year there was appointed an Inspector-General of Colleges and Schools (Mr. Donald Ross), whose "Preliminary Report on the State of Education in the Colony of the Cape of Good Hope" was published in 1883. This interesting document aims, in Mr. Ross's words, at presenting, "in the clearest and simplest terms, a real picture of the actual state and tendency of education" in the Colony, and its observations and suggestions were based on an extended tour of inspection and inquiry undertaken by the writer very shortly after his arrival in the Colony to take up the duties of his office. "During a hard-working official life," wrote Mr. Ross, "I have faced no task at all that presented such a complete variety of unexpected difficulties as the writing of the report. The country is of vast size; it has a more heterogeneous population than perhaps any equal area in the world; many conflicting elements surround the problem of popular education, and it is almost impossible to draw up a scheme to which some objection may not fairly be raised from the standpoint of some particular locality or interest." The report, however, seeks to collect and arrange the "facts which, in the new and inevitable departures, might perhaps serve as the basis of sound opinion and ultimately of useful legislation."

Mr. Ross proceeded to remark that the Education Department was understaffed, and that inquiry had convinced him that "a good part of the published statistics" was "unreliable or inflated." He had found the attendance in many schools to bear an unsatisfactory relation to the roll of pupils nominally on the books. "To ensure permanence in the schools and regularity

in the attendance is one of the hard problems before the country." He had come to the conclusion that "only one-sixth of the children of school age in the colony attended school with beneficial regularity, whilst five-sixths were still outside the Government system." But, of course, the great majority of the children thus in his opinion unaccounted for were natives. His conclusion was that the "Education Department had failed hitherto to embrace in its organisation the great majority of the white and coloured population alike"; but that "the people themselves had steadily, unobtrusively, and to a remarkable degree endeavoured to supply the deficiency." He had found "in almost every town, in almost every village, non-aided schools existing side by side with aided ones, appealing for support and encouragement virtually to the same classes, and holding their own in the keen local competition." "Over the whole country, in some form or other, whether good or bad, great or small, private or adventure schools exist unaided or nearly unaided by the State, successfully competing against institutions liberally subsidised, and proving by the very fact of their existence at all against such odds that the system has still a wide expanse before it if it is to gain the sympathy and support of the white population or spread its organisation round all classes." Mr. Ross had come to the conclusion that in public and private schools it was only possible to account for about 23,000 out of the 42,000 white children in the colony, and that it might "safely be stated" that only one-half of the 23,000 were in receipt of a fairly useful or liberal education. "Briefly put, not much more than about one-fourth of the white population are in receipt of such an education as develops character or enables them to compete in the battle of life with those trained in Europe."

On the other hand, he could point to some encouraging features in the situation. Very great progress had been made in recent years in providing school accommodation. In this respect the country was "ahead of what England was in 1870." And the existence of the good school buildings had been mainly due to the self-reliance of the people. Through the judicious system of the Education Department which contributed one-half the cost, the schools were, on the whole, furnished with suitable equipment, books, maps, and apparatus. But the sanitary arrangements were often defective.

Mr. Ross draws a distinction between (1) what he calls the "ideal side" of the educational system of Cape Colony as it appeared "in Blue Books, in evidence before the Commission and in kindred literature," and (2) what the system was "actually, as it was to be found in its working dress over the country."

"*Ideally*," wrote Mr. Ross, "in so far as its underlying principle is concerned the system is well and deeply founded. . . The pound for pound principle largely guides the Government. . . Moreover the system is unique in one respect. It is, as now administered, an autocracy, virtually, in the centre of responsible government, and therefore on its theoretic side it has a remarkable unity of conception. For hitherto it has not been

subjected to severe parliamentary criticism nor carried on under active Ministerial guidance. . . The system, in many respects unique, has also been marvellously free from criticism; and it is perhaps my misfortune to be the first person for a quarter of a century who has seen it from end to end, and who is in a position to look at it as a critical outsider might be supposed to do. As a whole, the system, in idea, is singularly liberal as well as equable and uniform in its provision for elementary education. It is comprehensive and makes provision for all classes and all races. . Its chief merit is its symmetry, for it was expressly mapped out to avoid the evils of what has been called the chaotic system of England. . . It is a complete educational ladder, with the kraal schools at the bottom and the university at the top. . . The system was mapped out to provide a gradation. . . From the unit of the system—the third-class school—the pupil was to go by regular gradation and systematically up to the second and first-class grades. . . The boy who lives on a farm was to get a certain amount of elementary education at a third-class school, and his father would then probably send him to a second-class school, which would fit him for the superior course of the first-class school; and the university programme was to be almost wholly the guide of the teacher of the first-class school, whose appointment depended in the first place upon his fitness to prepare for matriculation."

But Mr. Ross recorded it as being the result of his observations that "the ideal system had not to any appreciable extent taken root in the country." He found that the system had concentrated energy upon the top, and neglected the basis of education, and reported that the level of instruction was "very low indeed." The girls' schools, as a whole, he thought superior to those for boys. But he would not have it inferred that there were no good schools in the Colony. On the contrary, "several excellent schools had risen under or along with the system." But "the good schools were as a drop in the ocean compared to the large mass of inferior work in the lower strata of schools and the large multitude still outside the system," the deficiency being among the scattered farming population, and among the poorer white population in towns and country. Both classes, he thought, had a strong claim upon the Government. The farmers were showing an increased interest in education, but the problem how to meet the educational deficiencies in the farming population was full of peculiar difficulties, such as "the enormous extent of the pastoral districts, the great size of the upland farms, the thinly-scattered population, the defective ideal of elementary education presented for generations to the rural districts, and the mixture of intense conservatism and pronounced republicanism which the farming population have inherited." Mr. Ross maintained that the farmers were "the backbone of the country, the owners of its soil: that with them lay its development and fertility, and that the wealth and prosperity of the country would therefore depend upon the general intelligence of the farming community." He therefore advocated for the

farmers as thorough a course of training as could be had in the towns, and he condemned as being in the highest degree objectionable "a system which treats the farmers to third class schools which do not and cannot generally impart sound instruction. Third class schools with their inferior teachers and low standard virtually shut out the most important section of the community from the blessing of real culture." But under any scheme scattered homesteads would be at a disadvantage. Mr. Ross urged that "the schools should be brought to the children rather than that the children should be brought to the schools. In other words, home, though ever so homely, is preferable to a distant boarding school. The family and the school can never be too intimately associated: school life, if healthy, only continues the healthy influences of family discipline, and the best factor in the social life of any country is the influence of the family organisation. However good and however necessary boarding departments may be, it should never be forgotten that they interfere with the highest of all responsibilities and the noblest of all duties." Mr. Ross therefore recommended a system of itinerant teaching, and, as an alternative in some districts, improved district Boarding Schools, payment being permitted in kind in districts in which farmers might find it hard to pay in actual coin. And, instead of taking third-class schools as the unit of the system, he would aim at abolishing third-class schools under incompetent or uncertificated teachers altogether, and at converting all of them into good primary schools. But he would prefer "no sudden change, no rash innovation, no violent disturbance of existing machinery, no interference with any good work or with any institution that could make good its claim to recognition and permanence. . . . A thoroughly comprehensive system, elastic in its working, would utilise all the existing machinery and strive to prevent dissipation of teaching energy. Such a system, with organic unity, plan, and purpose, would gradually strengthen all the schools, public or private, that deserved strengthening, and would gradually replace all the inferior multitude of small schools dotted over the country." He would curtail the excessive range of subjects, insist on better and more suitable teaching ("Is it," he asked, "really the case that the Dutch-speaking farmers desire a miserable smattering of Latin and Greek declensions and of impossible science for their boys, so long as they are unable to write an effective letter in Dutch or English, or to work accounts as a business man requires? . . . The true function of the primary school is to develop character, to quicken intellectual and moral life, and thus to prepare for our work in the world and the destiny which surrounds and follows it"); and introduce into all schools for white children (1) physical training, and specially military drill, for the boys; (2) sewing, industrial work, and domestic economy for the girls; and (3) some branch of science for all. He would also develop a large growth of infant schools with teaching on modified Froebelian lines. The pupil-teacher system he would remodel,

laying down a definite course of study for each year's apprenticeship, placing the pupil teachers in close relationship with the adult teachers, and securing for them more practical instruction in the art of teaching and more systematic training generally.

Mr. Ross urged that strong efforts should be made to raise the average standard of teaching power in the schools; "the proper training of ordinary teachers is at present the most urgent need in the country." He would place before the training colleges a simple and practical course of study, ending in a simple but thorough examination.

Into Mr. Ross's observations upon native education and upon the working of the Higher Education Act the limits of the present report make it impossible to enter.

Mr. Ross recommended that the Education Department should be subjected to increased Ministerial and Parliamentary control, and that some means should be found, apart from the voluntary contributions of the guarantors, to meet the difference between the State grant and the local income derived chiefly from fees. He looked in the direction of some kind of local educational authority with rating powers. His suggestion was that the Bill for the formation of such local authorities should be simple in its provisions and permissive in character, "giving rating powers with the sanction of the Government to local committees in each field-cornetcy or similar area, which would conduct the management of the schools as cheaply as is now done by the voluntary committees." He would give the people of each locality the option of taking up the new system or of improving the existing one. And he thought that thus the country would ultimately "mould itself largely into a system of really effective school boards."

But he urged that the new scheme should not aim at suppressing denominational agencies in education. The colony, he wrote, "is not yet ripe for a large public school system, mainly because denominationalism is a powerful factor in every part of the land. . . In the sphere of education, denominationalism is a factor which no one would wisely ignore. The education of the country would have been very poor indeed were it not for the action of the churches." But he had been struck by the fact that in all this denominational effort there was little bitterness or animosity. "The operation of a conscience clause would," he believed be "generally accepted." In distributing the grant he would "fully recognise denominationalism," eradicate feeble and inefficient schools, and pay the grant in some definite relation to the number of scholars in average attendance and to the standard of attainment to which the school carried them. A law of compulsory attendance would, he thought, even if passed, prove largely inoperative; and "the problem of enforcement would be enormously complicated by colour and its prejudices."

In summary, Mr. Ross wrote that "the anomalies and defects which he had pointed out nearly all lay within the sphere of administration, and were to be removed rather by the progressive

action of the department itself than by any striking effort of legislation. To simplify the whole system; to bring its actuality into closer relationship with its ideal; to prepare a lower and more real and modern curriculum for all the schools; to reduce the general system of examination to the corresponding level in other countries; to improve the pupil teacher system, and to prepare a larger and better class of teachers; to apply easier standards and give more encouragement to subjects like music, drill, sewing, domestic economy, and science; to form the system into an organic whole, with a vital connection between all its parts; to produce thoroughness in the results—these will depend upon the efforts of those charged with carrying out the wishes of Parliament, rather than upon any special law."

80. The above report was dated January 22, 1883. In the following April Dr. Langham Dale, Superintendent-General of Education, submitted to the Government a special supplementary report, entitled "Educational Statistics compiled from the documents laid before Parliament from the introduction of the system of Grants-in-Aid to June, 1882."

"Public attention," states this report, "has been latterly directed to the working of the system of elementary education, and I do not profess to be indifferent to the criticisms appearing in the Press, and founded chiefly on a report circulated by the Inspector-General of Colleges and Schools. The form which some of these reflections on the state of education have taken is practically an indictment against myself as the responsible administrator, the deputy-inspectors who examined the schools, the managers and teachers who furnish the school returns, as well as against the system itself; and in justice to the department, to the teachers, and the school managers, I feel that the Government ought to be put in possession of all available information respecting the growth of education under the present system, and of any remarks which I have to offer on those points which are used for measuring the results of my administration."

The limits of the present essay will not permit exhaustive quotations from those passages in Dr. Langham Dale's report in which he meets the strictures of his critics. It must suffice to say that he submitted striking evidence of the remarkable progress which had been made in educational matters since the year 1859, when he entered upon the duties of Superintendent-General of Education. The number of schools had risen from 225 to 960, or 326·6 per cent. The annual enrolment from 18,757 to 75,314, or 301·5 per cent.; the daily attendance from 10,048 to 37,316, or 271·3 per cent.; the Government expenditure had increased 481·9 per cent., from 15,262*l.* to 88,822*l.* (the latter sum including grants to universities and colleges); and the local expenditure 1,334·7 per cent., from 8,358*l.* to 119,918*l.* He contrasted the evidence of the normal standard of elementary education in 1861 with the standard reached in 1882, drew attention to the great improvements which had taken place in

school buildings, and, while fully admitting the irregular attendance of children in the Denominational Mission Schools, particularly in Cape Town, pointed out that if the Undenominational Public Schools and Boarding Schools were taken apart from the Mission and Aborigines Schools, the percentage of average attendance in Cape Colony for 1881–2, viz., 81·41 per cent., compared more than favourably with the percentage of average attendance, as given in the Report of the Committee of Council, for public elementary schools in England and Wales for 1881–2, viz., 70·78. The enforcement of regular attendance, Dr. Langham Dale pointed out, was a difficulty not peculiar to South Africa. Again, in a table comparing the daily attendance in schools at the Cape and in the Australasian colonies, Dr. Dale gave the following figures :—

—	Annual Enrolment.	Daily Attendance.	Percentage.
New South Wales	149,112	70,505	47·28
South Australia	40,578	19,658	48·44
New Zealand	117,418	60,625	51·63
Queensland	43,305	23,818	55·00
Victoria (including night schools)	229,723	119,520	52·02
Cape of Good Hope—			
(1) All schools	75,314	37,316	49·54
(2) Undenominational Public Schools	14,191	8,270	58·27

Referring to one of Mr. Ross's suggestions, Dr. Dale pointed out that grants of £50 per annum to six itinerant teachers among the scattered farmsteads had been discontinued, because "few qualified persons could be induced to undertake the duties of this vagabond life," . . and "no check could be kept over the movements of the itinerant in the remote part of Namaqualand, Clanwilliam, and Calvinia." Such a man "naturally spent his time not where he was most wanted, but where his quarters were most comfortable."

In answer to suggestions that the Education Department should introduce something more like the "payment of results" and "standards" system as then prevailing in England, Dr. Langham Dale deprecated any proposal to measure the educational efficiency of a school by the percentage of scholars who

might satisfy the inspector in their respective standards on a given day, and added that "a reaction against this mechanical system might be expected in England," a prophecy which has since been fulfilled.

81. A perusal of Mr. Ross's report, and of Dr. Langham Dale's "Educational Statistics," suggests that the latter were provoked not so much by any strictures implied in the former document as by some ill-informed (and apparently less measured) criticisms which had appeared in the public Press. Mr. Ross and Dr. Langham Dale do not appear to be in any substantial disagreement as to the progress which had been made in former years. But perhaps the long experience of the veteran administrator induced more cautious hopes for the future, while doubtless, though not unnaturally nettled by criticism directed against his department, he would welcome the stimulus to progress which outspoken comments and increased public interest in educational matters would certainly afford.

82. In Dr. Langham Dale's "Educational Statistics" there are many tables and paragraphs which materially contribute to our knowledge of the history and growth of the system of education in Cape Colony. For example. the following table shows the statistics of Aided Schools for the years 1875, 1879-80, and 1881-2.

Year.	Number of Schools.	Annual Enrolment.	Daily Attendance.	Government Expenditure	Local Expenditure.
1875	624 Basutoland 17	52,701 1,466	27,125	£37,344 1,409	£43,598 373
1879-80	913	73,029	36,718	£79,648*	£83,908
1881-2	960	75,314	37,316	£88,822*	£119,918

*Including Grants to University and Colleges.

The inspectors in the year 1882 reported, as they had done in 1880, distinct improvement in the condition of school buildings and furniture.

The following table shows the statistics of daily attendance:—

Date.	Average Number of Scholars on the Books.	Average Daily Attendance.	Percentage.
1881-2	53,096	37,316	70·29

Or, taking Undenominational Public Schools and Boarding Schools alone,

1881-2	10,158	8,270	81·41

Under the heading "Statistics of Race and Age," Dr. Langham Dale submitted the following statement, compiled from returns furnished by the teachers. He added, however, that the returns were in many cases incomplete, and either did not give the particulars at all or not in such a shape as to be available for use.

Schools.	Number of Children Returned as European or White.	Number of Children Returned as African or Coloured.	Number of Children Under Seven Years of Age.
Order A. Undenominational Public Schools - . . -	10,994	573	956
Order D. Boarding Schools - - -	606	—	15
Order B. Mission Schools - - -	8,385	28,552	9,610
Order C. Aborigines' Schools - -	423	14,062	1,803
Totals - - -	20,408	43,187	12,384

Dr. Dale appended the following "Estimate of the number of children of European origin under instruction June, 1882."

Number of white or European children reported to be in actual attendance in schools aided by Government - -	20,408
Estimate of number in schools which furnished no return - - - -	350
Number of students in colleges - - -	297
Estimate of number of scholars attending private schools in all the towns and villages of the colony - - - -	10,000
Estimate of number of children getting instruction on the farms from private tutors or governesses - - - -	1,500
	32,555

The European or white population in 1875 was - - - 236.628

Allowing for increase, the population in 1882 might be estimated at - - - -	300,000
One-sixth = estimated number of children of school age - -	50,000
Actual number estimated to be under instruction - - -	32,555, or 65 per cent.

Under the heading "Growth of Private Schools," Dr. Langham Dale reported as follows:—"The duties of the Superintendent-General of Education have never been narrowed to the supervision of Government schools. Private teachers have freely used the services of myself and officers for advice and help in procuring assistants, in arranging their courses of study, and selecting text-books and suitable school furniture and appliances. Clergy, farmers, and others continually resort to this office for tutors and governesses, and in this way I consider that the department has indirectly done much to the advancement of education among the agricultural and pastoral population.

"The success of the superior schools, especially for girls, in Cape Town, Port Elizabeth, and Grahamstown has been watched by me with the greatest interest, and the promoters of those schools would certainly not refer to this office for information and advice if they formed so mean an estimate of the Education Department as to suppose that it discouraged private schools; and I rejoice to say that the University is building up its work on the same liberal basis, and offers its distinctions to all candidates, whether from public or private schools.

"This I am aware is not a characteristic of the educational institutions of other countries, but I regard it as one of the most promising features of the colonial system."

Alluding to "contemplated changes," Dr. Langham Dale proceeds to remark that "the general development of the colony, the adoption of municipal institutions, the awakening influences of the railway and the telegraph, and all the other incidents of a growing civilisation must necessitate corresponding changes in the educational system. . . . The appointment of an Inspector-General of Colleges and Schools to undertake the professional work of the department was sanctioned by Parliament in 1881. The increased rates of salaries to teachers in Undenominational Public Schools, and the more direct recognition of science in the course of instruction were approved by Parliament last Session (1882). But," he continues, "I scarcely deem this a fitting time to urge any measures which must involve a large additional expenditure, such as the (*a*) increased grants in aid of salaries of elementary teachers in the Denominational mission and native schools, so as to attract and retain the agency of better teachers; and (*b*) the formation of school boards throughout the colony, with or without rating powers. The comparatively low standard of work and the

irregular attendance in the Denominational Schools demand early attention."

Finally, Dr. Langham Dale claims, on behalf of the teachers generally, and of the officers of the department, that "nothing has been wanting on their part to advance the interests of education to the best of their ability and their opportunities, amid many discouragements from local indifference, commercial depression, war, drought, and epidemics of a serious type."

83. In 1883 the Colonial Secretary introduced an Education Bill which passed its second reading shortly before the close of the Session, but was not proceeded with.

In 1884, of the children attending school in the colony 34 per cent. were white, and 20 per cent. under seven years of age. The expenditure on education was 98,750*l*. There were five regular inspectors of schools appointed. Gill College, Somerset East, was incorporated by Act of Parliament. And some important regulations were introduced, establishing Private Farm Schools, in order "to encourage the instruction of the children of farmers and others who reside so far from a public school that they cannot avail themselves of the instruction therein provided." The regulations for these Private Farm Schools, as modified by later changes, will be found in a later part of the present essay. The grants offered in respect of each child present on the day of inspection and shown to have been under regular instruction for the previous twelve months, and the capitation grants for children who, after examination, should pass in the standards of elementary instruction fixed by the Superintendent-General of Education, were "not to be paid unless the farm or homestead where the children reside should be situated not less than six miles from a Public School, and unless there are ascertained to be on such farm or homestead not less than five children under regular instruction." Thus it is evident that the discussions provoked by Mr. Ross's report had borne fruit. In the following year there were 67 Private Farm Schools under the above regulations, and this number had increased in 1886 to 135 with 1,082 pupils, and in 1887 to 179 with 1,299 pupils.

A fifth standard was added in 1884. There were 662 children in it in 1885, 1,052 in 1886, and 978 in 1888. In 1887 a sixth standard was added. In 1888 there were 198 children in the Preliminary Division of it, and 65 in the Final Division. These numbers stood in 1890 at 359 and 58 respectively.

In 1887 a Teachers' Pension and Fund Act was passed, by which the merit grants and good service allowances to professors, lecturers, and teachers were regulated. The present regulations regarding good service allowance and pension will be found in Part II. of this report.

In 1887 St. Andrew's College, Grahamstown, was incorporated by Act of Parliament.

In 1888, one new Inspector of Schools was appointed. The following table shows the educational progress made in the years 1886-1888:—

—	1886.	1887.	1888.
Schools inspected	845	903	953
Scholars on Books	44,665	47,359	49,593
Present at Inspection	34,491	38,203	38,049
Below Standard	15,994	17,404	16,954
Standard I	5,804	6,513	6,458
„ II.	5,461	6,067	6,425
„ III.	4,632	5,110	4,869
„ IV.	1,548	1,998	2,085
„ V.	1,052	1,111	978
„ VI. (Preliminary)	—	—	198
„ VI. (Final)	—	—	65
Above Standard	—	—	17

84. In 1889 the House of Assembly recommended certain inquiries concerning school regulations, and in reply to them there was published in the following year a special report of the Superintendent-General (Dr. Langham Dale), of which the main portion was as follows:—

INQUIRIES RECOMMENDED BY THE FOLLOWING RESOLUTION OF THE HONOURABLE THE HOUSE OF ASSEMBLY, 26TH JULY, 1889.

. . . . "It is desirable

"(1) That the consideration of the School Regulations be referred to Government, with the view of considering the advisability of so amending them, either by the introduction of a system of boarding bursaries, or otherwise, as to bring more within the reach of the farming population the advantage of State grants-in-aid of Higher as well as of Elementary Education in the Colony;

"(2) And further to inquire in what way schools in the towns may be further aided by the State, so as to cheapen education and compel the attendance of all children at school."

SPECIAL REPORT OF THE SUPERINTENDENT-GENERAL—

i. The consideration of these important subjects appears to involve a brief review of the principles on which the educational system of this country is being worked.

ii. If these principles are shown to be sound, and, so far as they have been applied, are successful in results, the extension of the system in the two directions indicated in the Resolution is a matter of detail, requiring only additional subsidies from the Treasury, and an enlargement of the sphere of administration.

iii. It would be a comparatively easy task to sketch on paper an ideal plan of State education; but when the directors of an educational policy have to overtake the wants of a mixed community, with diversities of race, language, and social characteristics, they cannot try experimental plans and methods, based on theoretical views of education; they must work more or less in accord with the convictions and sentiments, and it may even be with the prejudices, of the community. The principles that underlie the system of one country in respect to religious teaching, compulsory attendance, and similar matters may in practice be found unworkable in other countries.

iv. The advance of education in this country is a solid fact. But is the educational system being worked on right lines? If so, what additions and modifications will help on its development?

v. What do the heterogeneous elements of the population need to enable the colony to take an honourable place among civilised peoples?

vi. Disregarding the minor racial differences, the community may be roughly divided into two groups—the colonists of European descent, steadily augmented by immigration from the United Kingdom, Holland, and Germany; and the coloured population, embracing Kaffirs, Fingoes, and those of mixed race.

vii. The first duty of the Government has been assumed to be to recognise the position of the European colonists as holding the paramount influence, social and political; and to see that the sons and daughters of the colonists, and of those who come hither to throw in their lot with them, should have at least such an education as their peers in Europe enjoy, with such local modifications as will fit them to maintain their unquestioned superiority and supremacy in this land. Tradition, religion, custom, all demand this as essential to the stability of the Government and the material progress of this colony and the neighbouring States.

viii. The British idea that School rates are to be levied for the compulsory and, as is now contemplated, the free instruction of the masses engaged in daily labour, whilst the employers of labour, the tradesmen, and professional men of all classes are left to make the best possible arrangements they can for the education of their families, is to be set aside as unsuitable in this country, if not dangerous. If any members of the community have a claim to State-aided education, then all have, and no plans can rightly bear the name of national which do not proceed on the principle of securing State-aided education for all. It is not pretended that all classes either need or have the means to avail themselves of the same range and character of education; at the same time, no barrier should be interposed by the State to hinder the free participation in the benefits of the highest type of education that can be included in the State system.

ix. There are no artificial lines of caste in European Society, and none can be originated here. It is idle to object because the tradesman or the farmer avails himself of the agencies of the University and the Colleges to have one son educated for law, another for medicine, or for the ministry of religion, and that thus the ranks of these professions are overcrowded. The adjustment of these irregularities is a matter of supply and demand; the desire to rise in the social scale is natural, and the lower grades of employment in handicrafts and menial offices must be constantly recruited from below. And this is just the channel for employment which should be kept open for the coloured races. For social order, as well as for their own elevation from savageism, these races should get elementary instruction and be trained to the manual industries of civilised life. Society, indeed, puts a marked line of demarcation between the two great groups: Europeans and African aborigines. No legislation, no opinions about identity of origin, no religious sentiment about the effacement of the distinctions of white and black, can delete the line. It is drawn in bold, ineffaceable lines, and the demarcation will last, because it is in accord with the natural instincts of the two groups of people.

x. It is plain that the only way to enable the groups to do their parts respectively in the social world is to provide instruction adapted to the

needs of each; for the native races ordinary school instruction, and training in the workshop and in domestic industries. You may thus send forth into the labour market from year to year a fair supply of ordinary artizans and domestic servants, whilst the mass of the coloured races must fulfil the humbler tasks of agricultural labourers and shepherds; and climatic considerations point to the necessity of securing coloured labour for outdoor occupations under a semi-tropical sun. If the European race is to hold its supremacy, the school instruction of its children must not only be the best and most advanced, but must be followed by a systematic training of the young colonists in directive intelligence to be brought to bear on all the industrial arts. As the future employers of labour, they need themselves to have practical experience in the productive interests as well as in the mechanical arts, which if supplemented by a good commercial education will enable them to take their places as superintendents, foremen, and ultimately as masters in trade, agriculture, manufactures, and the constructive branches of the arts.

xi. The majority of the natives may be, at the best, qualified to do the rough work of artisans; but even this work must be under the direction of the guiding eye and hand of the skilled European, and it is the paramount duty to see that the colonist is as well fitted for the exercise of this directive intelligence as the stranger who comes hither with the cultivation and energy acquired and developed in the populous beehives of European industry.

xii. The State-aided system of Colleges and Public Schools puts school instruction within the reach of those who live in towns and villages; and the private farm schools and circuit teachers, the most recent addition to the system, are rapidly conveying elementary instruction to the rural population. The spread of these subsidiary agencies has led to the question now asked by the Honourable the House of Assembly: How can those who have had their early instruction on the farm avail themselves more of the benefits of the Advanced and Higher Elementary Education?

xiii. It must first of all be decided what is the nature of the Higher or Advanced Elementary Education that is most suited to them, and most useful as regards their life work.

xiv. The choice of completing their school career in a commercial school, or an agricultural or viticultural school, or in the laboratory of practical science, should be offered to sons of farmers who have qualified themselves by a fair standard of elementary attainments for admission to one or other of these schools or to the laboratory.

xv. How is this to be carried out? When the Inspector, after examination of the farm school, finds a boy of suitable age and qualification, and reports that the parents desire to enter him for the supplementary course, it should be within the power of the Education Department to make the necessary arrangements with the Managers of the school to which he is to be assigned.

xvi. The following conditions are suggested:—The applicant for admission to an agricultural, viticultural, or commercial school must be at least fifteen years of age; must have satisfied the Education Department of his standard of attainments; must, with the consent of his parents or guardians, engage to pursue his special studies for at least one year at such school or institution as may be approved by the Superintendent-General of Education.

xvii. If the parents are in such circumstances as to need aid, the Education Department should be empowered to give a bursary not exceeding £25 per annum in aid of the boy's tuition and maintenance; in the case of absolutely indigent parents the bursary might be increased to £50 per annum. The bursary might be continued for a second year if the authorities of the school specially recommend the bursar for the privilege, either of continuing his studies in the school, or of joining laboratory classes in practical science

xviii. What will be the cost? It may be estimated that during the first year until the matter is thoroughly understood few would avail themselves of the privilege.

Estimate of the Cost of Boarding Bursaries.

1st year - - - - -	10 at £25 -	£250	
	10 at £50 -	£500	
		——	£750
2nd year. New entrants -	15 at £25 -	£375	
	15 at £50 -	£750	
2nd year students - -	5 at £25 -	£125	
	5 at £50 -	£250	
		——	£1,500
3rd year. New entrants -	20 at £25 -	£500	
	20 at £50 -	£1,000	
3rd year students - -	10 at £25 -	£250	
	10 at £50 -	£500	
		——	£2,250

After that date the expenditure for these bursaries might be restricted to an amount not exceeding £3,000 per annum.

Mission Schools.

xix. Elementary instruction through the agency of Mission Schools in towns and villages is usually obtained at so low a fee, and the free admission of the poorest children is so generally practised, that, short of absolutely free education for all, no change can be practically made. But the character of the instruction is not satisfactory: the staff of teachers is inadequate; the salaries are not high enough to secure the services of well-qualified teachers, and the local resources of the religious bodies who are recognised as the managers are insufficient with the present rates of Government aid to remedy this fundamental evil.

xx. The following tabulated lists of rates of school fees in the Mission Schools of three principal centres of population appear to confirm the statement that the means of obtaining elementary instruction are fairly within the reach of all who wish to avail themselves of these schools for the education of their children.

xxi. Rates of fees in Mission Schools in Cape Town, Port Elizabeth, and Graham's Town.

Town.	Weekly Fee.		
	Lowest.	Highest.	Average.
Cape Town - - - -	½*d.*	1*s.* 3*d.*	3⅞*d.*
Port Elizabeth - - - -	¾*d.*	1*s.* 3*d.*	5⅝*d.*
Graham's Town - - -	¾*d.*	6*d.*	3*d.*

xxii. Average of the highest and lowest weekly fees in the Mission Schools of Cape Town, Port Elizabeth, and Graham's Town.

Town.	Average Lowest Weekly Fee.	Average Highest Weekly Fee.
Cape Town - - - -	1⅝*d.*	5⅛*d.*
Port Elizabeth - - -	3⅞*d.*	7⅜*d.*
Graham's Town - - -	2¼*d.*	3¾*d.*

xxiii. The questions are (1) how to improve the instruction in the Mission Schools for those who avail themselves of these schools; and (2) how to secure the regular attendance at school of those who do not voluntarily frequent the schools, or whose attendance is so fitful as to defeat the objects of the State in assisting to provide this cheap agency for the education of the poorer classes in towns and villages.

xxiv. As the children who attend many of the so-called Mission Schools are now largely drawn from the families of the poorer classes of the white population, especially in the principal towns, the name of "Mission" is not appropriate as applied to that section of Mission Schools, because the parents are not adherents of a missionary congregation; and it would be convenient to consider these schools as supplementary to the graded system of Undenominational Public Schools, and simply regard them as Fourth Class Schools.

xxv. The rates of aid should be adjusted not, as at present, by fixed grants, which may not exceed £75 per annum for any one institution, however largely attended and efficiently conducted, but on a scale to meet the requirements of the standards and attendance.

xxvi. Schools with at least thirty scholars in actual daily attendance should receive a grant not exceeding £40 per annum for the teacher.

xxvii. Schools with an actual daily attendance ranging up to sixty, should receive an additional £30 per annum for an assistant and sewing mistress, and £20 more for every twenty scholars above that number up to 100, for additional assistants.

xxviii. Schools with an actual daily attendance of 100 scholars and upwards should receive grants

Not exceeding		£50	p. a. for the	principal teacher.
"	"	£40	"	infant school teacher.
"	"	£30	"	assistant and sewing mistress.
and	"	£20	"	for each additional assistant required,

on the basis of one assistant for twenty scholars above the 100 in actual daily attendance.

xxix. The managers of these Fourth Class Public Schools should be either the Managers of the existing Undenominational Public Schools of the town or village, or the members of the educational or religious association that may have founded such schools, with such additional representative Managers as are willing to share in the engagements with the Education Department for the efficient maintenance and control of the schools.

xxx. The Managers should be appointed subject to the approval of the Governor, and should undertake to provide the necessary accommodation for the school and such local income as may be agreed upon between the Managers and the Education Department to supplement the Government grant for salaries of teachers and assistants.

xxxi. The Government Grant should be strictly applied to the payment of the salaries of the teachers for their duties as teachers, and to no other purpose whatever, and the union of the office of teacher with ecclesiastical or missionary duties should be discouraged.

xxxii. The regulations for the school hours and instruction in religion should be the same as in the other Public Schools. Rates of school fees and other arrangements should be subject to the Government approval.

xxxiii. The course of instruction should include, at least, reading, writing, arithmetic, with the outlines of geography and lessons on objects, and plain needlework for girls.

xxxiv. The ordinary Mission Schools in connection with missionary congregations of coloured people would remain as they are, as regards both the management and the rate of Government aid.

xxxv. The crucial question how to secure the attendance of the children still remains to be solved.

xxxvi. The waifs and strays who go to no school at all, and frequent the streets, are becoming a nuisance to the community, and are the class that will from time to time swell the criminal rolls.

xxxvii. The truants who go to school at fitful intervals are almost as bad, for the school influences are scarcely brought to bear upon them.

xxxviii. The low rate of fee exacted in the case of those who can pay, and the free admission of those who cannot pay, remove all hindrance, if the parents are really desirous of securing school instruction for their children.

xxxix. To check truancy, the co-operation of Municipal Councils and Village Management Boards must be secured. Whilst the managers provide accommodation and teachers, and the Government aids by grants of money and apparatus, and tests the efficiency of the work, the Municipal Administrators are certainly those to whom the duty of keeping the children of school-going age out of the streets during the recognised school hours can be most conveniently and legitimately assigned.

[There follows a schedule showing the changes and additions to the school regulations, which would require the assent of Parliament by a resolution of each House.]

85. In the year 1890 the Government expenditure on education amounted to £129,351. In the same year Railway Station Schools were started, these schools being really third class (Lower Grade) Public Schools, the grant from the Education Department not to exceed £30 per annum in aid of the teacher's salary. In 1891 the Government expenditure on education rose to £152,845, of which sum £26,260 was for school buildings.

86. In 1891 the Government appointed an Education Commission consisting of Sir J. D. Barry (president), the Very Rev. Dean Holmes, the Revs. A. Moorrees and M. P. A. Coetzee, Mr. T. P. Theron, and Dr. W. B. Berry. The following questions were referred to this Commission for inquiry and report:—

(1) How the irregularity of attendance of children, especially in town schools, can be prevented or alleviated?

(2) What additional facilities can be provided to meet the wants of children of persons employed on lines of railway?

(3) What steps should be taken to give Boards of Management perpetual succession, and to provide for the tenure of public school property?

(4) What further facilities can be afforded for giving instruction in both the English and Dutch languages, and how far that object can be attained through the medium of the elementary and other examinations?

(5) What contributions should be expected from local bodies, such as Divisional Councils and Municipalities, in support of schools and for the erection of buildings?

(6) What additional facilities can be provided to meet the wants of the children of the agricultural population?

(7) How to secure further use being made of the opportunities afforded for education?

At later dates the scope of the commission's work was three times extended; first, to inquire into the desirability of establishing night schools; secondly, to consider the question of technical education in connection with undenominational Public Schools; thirdly, to inquire into the desirability of establishing a special technological school at Kimberley.

The Commissioners were informed that the Government did not "contemplate an inquiry by the Commission into a general plan of compulsory education for the colony, but only into the question of tenancy and irregular attendance in the larger centres of population." It was also added that "the Government does not wish to encourage among the aborigines any expectation of large additional subsidies for their institution and schools," and that, therefore, the Commissioners' investigations into "the present plan for industrial training among aborigines" need not involve a lengthy inquiry into the general system of education among the natives.

The Report of the Commissioners was published in 1892. The chief conclusions at which they had arrived may be summarised, under the various heads of inquiry, as follows:—

(1.) *Irregularity of Attendance.*

The Commissioners arrived at the conclusion that the European (or white) children of school age (5–14) in the Colony were to be accounted for as follows, so far as enrolment was concerned.

Enrolled in aided or private schools or taught at home by governesses	41,037
Unenrolled	58,243
Total	99,280

The Commissioners, in fact, arrived at a different conclusion from that reached by Sir Langham Dale, the Superintendent-General of Education, in regard to the number of European or white population of school age in the Colony, and also as to the proportion of that population which ought to be found at school. The Commissioners' conclusion was much more unfavourable than Sir Langham Dale's as to the sufficiency of the number of those children receiving instruction. They came to the conclusion that a little more than one-third of the European children of school age in the Colony were in reputed attendance at school.

Seven large centres of population (Cape Town, Woodstock, Kimberley, Port Elizabeth, Graham's Town, King William's Town, and East London) were then taken separately. They were found to contain 131,275 people of all races, with a school population of 35,000. Of the latter number, 17,000 were enrolled as scholars and 18,000 were not on the rolls of any school. Taking the European children only, 10,000 were enrolled, 8,000 were non-enrolled. Thus, so far as the enrolment

of European children went, the position of the large centres of population was better than that of the Colony as a whole. But the large towns showed greater irregularity of attendance. The causes of irregularity generally throughout the Colony were stated to be (1) the ignorance of parents of the value of school training and their indifference to it; (2) poverty of parents and their need to get their children employed as soon as possible; (3) scarcity of domestic servants and of farm labourers and shepherds; (4) want of buildings; (5) want of teachers, books, and educational appliances; (6) lack of knowledge of facilities offered by the Education Department; (7) truancy on the part of the children.

The Commissioners decided that the Colonial law was wanting and that a law compelling the attendance of school-age children ought to be passed without delay. They suggested that "a law enforcing school attendance" should be made immediately applicable within the areas of Cape Town and Woodstock, Kimberley, Port Elizabeth, Graham's Town, King William's Town, and East London. Furthermore, school work should be made less monotonous by changes in the curriculum, which would introduce black-board drawing, wood-carving, cardboard modelling, and forms of elementary technical instruction. School buildings should be made more attractive, and "a higher order of teachers was needed."

(2) *Boards of Management.*

The Commissioners summarised the disabilities and consequent weakness of the existing Boards of Management as follows. (1) Their existence depends on pure voluntaryism. (2) The boards with the guarantors have to undertake a risk which ought to be imposed on the whole community. (3) The want of permanence and continuity in the boards "makes the character of the management fitful and superficial, checks any desire for expansion in the work of the school, and tends in the direction of high fees to protect the managers from loss." (4) The boards are not empowered by law to acquire and hold property. (5) Some body of guarantors may succeed in obtaining permanent control of the public school, "whereby the management may fall into the hands of a close corporation, the rights of the public be ignored, and possibly the undenominational character of the aided school jeopardised." (6) The electors are not specified by law. The witnesses were divided in their opinion as to the advisability of introducing School Boards with rating powers. The Commissioners recommended the partial introduction of School Boards, their establishment being limited to areas where school attendance should be made compulsory. They suggested that, to bring any district under the operation of a School Board, it should be necessary for the Divisional Council for that district by resolution to request the Governor to issue a proclamation in that behalf. And the right of initiating inquiry into the need for setting up a School Board in a district should (the

Commissioners held) be given by law to the Education Department. The Commissioners recommended that each School Board should be a body corporate, with perpetual succession and power to acquire and hold land and raise money on such land for public school purposes; that the term of office should be three years, the number of members from five to fifteen, and that the Divisional Council (where the fiscal division was a School Board district) or the Municipal Council (where the municipality was a School Board district) should have the right to nominate one member for every five of which the School Board should consist, but that such nominees need not be members of the nominating Council. The duties of the School Boards would be to report educational wants, to provide school places (not overlooking existing agencies for school provision), and to manage the schools efficiently. In the event of a School Board failing to meet the educational needs of part of a district, local residents should have an appeal to the Education Department, and the Department, after due inquiry, and in the event of the continued recalcitrancy of the School Board, should have power to enter into relations with a body of guarantors in behalf of the needed school, and to issue a grant in aid of its expenses. The Commissioners held that children of European parentage should have their educational needs provided for by means of Public Schools, under the control of School Boards where such Boards are in existence, and subject to the approval of the Education Department. It might be necessary to establish ragged schools for some parts of the white population. For the meeting of the educational needs of other parts of the population, School Boards might be authorised to accept Mission Schools approved by the Department as efficient, but only on strict conditions, one being that no contribution for local rates should be payable to any Mission School for buildings, maintenance, deficiencies, or other purposes, and another that no portion of the Government grant or of the fees receivable should be appropriated otherwise than to the support of the teachers and to the defraying the cost of carrying on the school work.

(3) *Local Contributions.*

"Three generations have passed," wrote the Commissioners, "since Van der Mist issued the historic 'School Order' which bears his name. It was an important feature of the 'School Order' that school revenues were to be obtained from three sources—viz., school fees, general taxation and local taxation. School fees and general taxation have hitherto played their parts in the maintenance of schools, but local taxation has not been attempted. If any revenue has been raised locally, in addition to what has been raised by school fees, it has been by voluntary contributions. In the absence of voluntary contributions, high fees have in some instances been charged in order to make ends meet in the school revenue. When neither high fees nor voluntary contributions have been possible, schools have been starved

or have not been set on foot. The result is that, at the end of the century, the beginning of which witnessed the 'School Order' of the far-seeing Batavian, not much more than a third of the 'Burgher children' have their school needs supplied even to a moderate extent."

The Commissioners held that, in consequence of the working of the system of the Boards of Management, there was a danger of the fact being overlooked that "education is a matter of general public concern, and one which the public ought to insist upon controlling." "Practically," wrote the Commissioners, "there has to be done in this Colony what has been done in other countries, the Legislature has to undertake the task of throwing back upon the local inhabitants duties which they sometimes shirk. This can be done only by establishing and the maintaining public schools upon public responsibility, and for this end the public must choose those who are locally to be entrusted with the work." . . . "One great source of loss is the poverty which seems inseparable from our civilisation. Poverty, under such circumstances, means, amongst other things, want of education, ignorance. It may be the duty of the whole body politic to assist in the mitigation of that ignorance, but the local community cannot be released from the obligation of appropriating some of the local wealth further to assist in this direction. The one way in which this can be done is by a contribution from the local rate. . . . The proceeds of a rate may be as beneficial, if applied to educational purposes, as if applied to proper measures of sanitation, of lighting, of water supply, or of police. Indeed, it does not appear too much to say that primary schools (such as need assistance from the rates) are in some cases matters of police."

The Commissioners recommended that in all schools under a School Board the expense of keeping the school going should be defrayed equally out of local sources and out of moneys to be provided by Parliament. "Salaries of teachers, rent of approved buildings, including schoolmaster's house, cost of apparatus and equipment generally, ought all to be shared on the same principle. Thus, if after strict audit, it is found that the moneys receivable by way of fees, or from the local sources, exclusive of rates, leave a deficit in any year's working of the school, the amount of such deficit ought to be borne equally by the Department and by the local rates. But we are not prepared to recommend that, in respect of any school not under the direct control of a School Board, the local rates should be liable for any contribution whatever."

But the "pound for pound principle" would not be rightly applied in all cases. Poorer communities, ragged schools in populous centres, clusters of poorer people in rural districts would have a fair claim on the State for more than a moiety of the expense of the upkeep of a school. And possible extravagance on the part of a School Board would need to be checked by giving the Education Department power, on due complaint

received, to inquire into the reasons for the proposed expenditure and to authorise the outlay or not, as it might think fit. The cost of approved school buildings to be erected or purchased by any School Board should be shared equally by the central authority and the School Board, the latter being empowered to take up loans from the Government, and all loans should be repaid within a term of from ten to twenty years according to the amount borrowed.

(4.) *The English and Dutch Languages in Schools.*

The Commissioners begin their findings on this subject with the following observations:—

"To those who have been acquainted with the practical working of our public educational system, it could scarcely have come as a surprise that the remarkable political and social movement which the colony has lately witnessed should have been characterised, amongst other things, by a demand for the fullest possible recognition of Dutch as one medium of instruction in the aided primary schools. It is in the highest degree improbable that Sir Langham Dale was the first man who made the discovery, or was the one man of his time who knew, that the Herschel system of superior schools had for its 'political object to get the burghers to learn English.' If such a political object was ever seriously contemplated, it could only have been by those who knew little of human nature in general and less of Dutch human nature in particular. For we may be certain that at the time when these superior schools were set on foot, any bruiting in the burghers' minds that one of the objects of the schools was indirectly to suppress the Dutch language amongst them by 'getting them to learn English,' at once foredoomed those schools to neglect and failure. We may go further and say that even the raising of a suspicion that anything of the kind was contemplated would have been enough to create a bias against all schools, Herschel and other, of a public kind. Public schools were thus practically given up to the 'learning of English' by those who wanted to learn English. Consequently when the movement to which we have referred set in, the leaders found that their own language had been to a great extent tacitly displaced out of schools which ostensibly were maintained to teach that language as much as any other; schools, moreover, to which all had to contribute whether they used them or not. Unfortunately, too, the leaders found that the burghers, while they neglected public schools, showed little desire to establish other good schools in their place; and in this way there resulted the failure of the 'educational object' which, according to Sir Langham Dale, was 'to prevent the children of the white colonists from degenerating through the difficulty of getting competent teachers.'

"But," continued the Commissioners, "whatever may have been the disabilities under which any section of the community may have in the past felt itself to lie, it cannot be contended

that the Education Office, during the long and honourable administration of Sir Langham Dale, has been worked in the interests of party. Sir Langham Dale has neither advocated nor promoted public education with the 'political object' of 'getting the burghers to learn English.' He tells us 'on my first visit to an established Government school in the year 1859, I was confronted at the entrance by a notice, "It is forbidden to speak Dutch." I need not say that such prohibition has not been enforced since that date.' . . . . We find that the loyalty of the Education Department in the administration of its business according to the expressed wishes of Parliament cannot be questioned. It seems to be the aim of Parliament in this matter that, in the aided schools, no scholar shall find any hindrance in the acquisition of a practically useful knowledge of the rudiments of the Dutch and English languages. The leaders in the movement already referred to, while they warmly advocate the use of Dutch for the purposes of instruction in the public schools, profess no exclusiveness. They are equally eager for English. Similarly and in the same spirit Sir Langham Dale says, 'The teaching of Dutch is to be encouraged because it helps on the teaching of English. We have no sentiment about it; it is purely a business question.'" The Commissioners found that no exclusiveness in the use of Dutch or English was encouraged in public schools, circuit schools, or mission schools; that purely Dutch-speaking scholars were unknown; that more than half the European scholars in the public schools were learning Dutch; and that the inspectors took the Dutch language into account in estimating the value of school work. But they expressed themselves as being decidedly of opinion that instruction should be issued to the inspectors to make a more thorough and systematic examination of the scholars presented to them for examination in Dutch.

"With some justice," wrote the Commissioners, "may the Superintendent-General claim for his Department that he has tried to satisfy all parties for thirty years, and that Trojan and Tyrian have fared equally well at his hands. Whatever disabilities either party in the State may have suffered cannot be laid wholly to the charge of the Department; if disabilities have been felt, they have been in the 'nature of things.'" But the Department, though impartial, could not prevent feeble language teaching and its effects.

The Commissioners then refer to proposals to make scholars in public schools "proficient in the use of two languages."

"In handling this part of a delicate and intricate subject," they remark, "we must bear in mind that language is not merely the vehicle and embodiment, but is also to a large extent the parent of thought, the promotion of which should be the principal object of all sound education. Any attempt to force a parent to give a bi-lingual education to his children would certainly be a violation of the principles of freedom which underlie our system of government; and it will be as serious a violation of those principles if we force a parent to have his child instructed in any particular

language. The State may have a right to insist that the parent shall provide such instruction as shall fit the child to discharge its duties in life; but the choice of the linguistic medium of instruction, or the decision as to whether that linguistic medium shall be double or single, seems to be a matter fairly within the parents' sphere."

Nor, maintained the Commissioners, is bi-lingualism in the early stages of education necessarily good. "In helping the scholar forward in his studies there is much wisdom in taking advantage of the vocabulary familiar to him in his mother tongue. . . Where instruction in the first stage is imparted by means of a language which a child does not understand, the medium for acquiring knowledge already present in the pupil's mind is neglected, and a foreign medium has to be acquired before the instruction given can be thoroughly assimilated. The result of such a method of teaching must check thoroughness and cannot but seriously hamper the intellectual development of the pupil by training the memory at the expense of the intellect." Parents could not be ignored in the matter. Bi-lingualism was not needed in all schools, but a rigid law limiting instruction to one language would be unadvisable. Neither the Education Department nor any Committee of Management or School Board ought to be empowered to make either Dutch or English the sole medium of instruction in any school. "If a parent requires in any aided school instruction in Dutch for his child, or if another parent requires instruction in English for his child, the Department ought to insist that such requirement shall be met by the Managers or the Board in a reasonably satisfactory manner," special aid being given where necessary to provide teachers of Dutch or of English as the case might be.

The Commissioners then proceed to discuss the bearing of the School Elementary Examinations, conducted by the University of the Cape of Good Hope, on the language question. The list of compulsory subjects in that examination ignored the Dutch language. It was held by some of those who were "urging the revival of Dutch instruction in schools, that Dutch is the mother tongue of nearly two-thirds of the civilised people of the land, and that therefore, by completely ignoring the Dutch language in the school elementary examination, the Cape University educationally depreciates the Dutch language, thereby reducing the possibility of giving instruction in it in schools to a minimum."

The Commissioners point out that for matters of this kind honourable sentiment (and sentiment on both sides) cannot be kept out. The ideal solution, they thought, would be to conduct the School Elementary Examination—the chief ground of contention—through two sets of papers, one set in Dutch and answered in Dutch, the other set in English and answered in English, the two sets being as equally balanced as possible. But this ideal solution seems to have been regarded by weighty witnesses as "at present impossible." The reason why it was

regarded as impracticable—by Professor Hofmeyer and the Ministers of the Dutch Reformed Churches at Lady Grey and at Burghersdorp—was that "the medium of instruction in schools has been for years, and is now, so pre-eminently English, and teachers of Dutch are in many instances so weak, that scholars are not now, and for some years are not likely to be, fitted to present themselves for an exclusively Dutch examination.

The Commissioners quoted two important resolutions on the language question. The first was passed by the Dutch Reformed Church Synod, and runs as follows:—

"The Dutch language should be added to the subjects now prescribed for the School Elementary Examination, in such manner, however, that no candidate shall be compelled to take that subject; but that any candidate taking it shall thereby be entitled to obtain higher marks."

The second was a resolution of the Taal Congress:—

"This Congress is of opinion that the time has arrived, especially with a view to those who prepare for the Civil Service Examination, that the Dutch language should be added as a compulsory subject to the School Elementary Examination; but if, owing to the present arrangements in our schools, insurmountable difficulties should present themselves, the marks should be dealt with as those given for Greek at the matriculation examination; that is to say that, although Dutch at the said examination be not made compulsory, the candidate who shall not submit to an examination in Dutch exposes himself to the risk of seeing his name so much the lower in the list of passed candidates."

But some witnesses held that this proposal would remove one grievance by creating another. Professor Hofmeyr said, "If Dutch is added so as to give an advantage to the Dutch over the English pupil, it would only irritate the English section instead of bringing the two nationalities together. I say, let those who believe there is a future before our Dutch language have a fair chance of helping it on, only let them do it in such a way as not to injure or irritate others."

The Commissioners further regarded the proposal contained in the above-quoted resolution as open to the objection that "it quite ignored the instruction of scholars whose mother tongue was neither Dutch nor English." The claims of German and (for a certain class of teachers) Kafir ought, they held, not to be overlooked. English appeared indispensable, as a sort of 'core' of the examination, but "the right of the Dutch language to domestic university recognition should no longer be silently overlooked"; and other interests should not be disregarded.

Finally, "after much consideration the Commissioners unanimously resolved to recommend to the University the following scheme for the University's School Elementary Examination. The compulsory subjects shall be four in number: (*a*) a language subject, Dutch *or* English, including dictation, composition, and grammar; (*b*) Arithmetic; (*c*) Geography; (*d*) History. The papers in these subjects are to be set and answered in English,

with the exception of the alternative paper on Dutch language which may be set either in English or Dutch and answered either in English or Dutch. To obtain the pass no candidate need bring up more than these four subjects.

"In addition to these four compulsory subjects, candidates shall have the right to choose one or other of the following optional subjects in which to submit a paper, namely, English or Dutch, French, German, Kafir, Sesuto, elementary Latin, elementary physical science. The marks awarded to any candidate in respect of such optional subjects shall be added to those obtained by such candidate in the four compulsory subjects for the purpose of determining such candidate's place in the one order of merit for all candidates, and the extra subject so brought up shall be placed in brackets after each candidate's name and address." Further recommendations as to marks follow.

The Commissioners fully admit the force of the contention urged by many teachers against adding to the normal curriculum. "They (*i.e.*, the teachers) say that their work is already very heavy; they deprecate any increase of it." The Commissioners reply that the difficulty is to be met, not by contracting the whole work of the school, but by restricting individual scholars in their choice of subjects and by increasing the staff of teachers.

(5) *Education of the Children of Railway Employés.*

The Commissioners recommended the formation of Railway School Boards, to be chosen by the Railway Department, with the approval of the Education Department, and to consist of permanent and superior officials. The Boards would see to the starting of schools wherever necessary, and ought to be empowered to give the Railway Department's guarantee for the payment of the equivalent towards the teacher's salary required by the Education Department. Suitable schools once provided along the lines of railway, compulsory attendance of the school-age children of European employés might be made compulsory. School fees should be as low as possible and uniform in all Railway Station schools for children of all ages and of both sexes. The Commissioners held that it would be inexpedient to place children of European parents in a school along with coloured children. But the Railway School Boards might, wherever practicable, establish suitable schools for the children of the coloured employés.

(6) *Additional Educational Facilities for the Agricultural Population.*

"Much remains to be done," wrote the Commissioners, "before we can say that the children of the agricultural population frequent the schools in sufficient numbers. We cannot but think that the establishment of School Boards having a lien upon local rates will have considerable influence in promoting school

attendance in the rural districts." In the meantime the Commissioners approved the general tendency of the regulations of the Education Department in their relation to the needs of the rural population, but urged that a capitation grant should be paid even for one child (instead of for a minimum of five) regularly taught by a qualified teacher on a lonely farm. They urged certain increases in salary in order to induce a better class of teacher to take up work in connection with district Boarding Schools among the agricultural population. And they further recommended (1) augmentation of grants in aid of salaries of teachers of schools started by a School Board in rural areas, where the permanent needs of a poorer class of inhabitants have to be provided for; (2) the supply of movable structures for school purposes and for teachers' houses; (3) grants to village technical schools undertaken by School Boards, either as adjuncts to day schools or as separate institutions; and (4) free railway tickets for school children of poorer families in rural areas attending day schools at a distance from their homes.

(7) *Night Schools.*

The Commissioners did not find many witnesses who believed that much could be expected from Night Schools in the way of advancing education, but they recommended that reasonable encouragement in the way of grants should be given to those who might be willing to promote this form of educational work.

(8) *Education of the Aborigines.*

The Commissioners devoted a part of their Report to some discussion of this difficult part of the educational problem. The following extracts will suffice to show the main lines of their recommendations:—

They begin by quoting some expressions of Sir Langham Dale's. "Sir Langham Dale says: 'I do not consider it my business to force education on all the aborigines; it would mean ruin to South Africa. If I could produce 60,000 educated Tembus or Fingoes to-morrow, what would you do with them? Their education must be gradual.' We cannot but think that Sir Langham Dale's dread of the 'ruin to South Africa' lurking in some thousands of 'educated Tembus or Fingoes'—a dread in the entertaining of which Sir Langham Dale by no means stands alone amongst colonists—owes its origin and justification to the character of the education supplied to the children of these people."

The Commissioners point out that educational authorities have "constantly and seriously differed as to the real aims of education" . . . even when "intended for the children of peoples intellectually and socially homogeneous." It would be vain, therefore, they conclude, "to ask modern educational authorities for agreement either as to the real aims of an education intended for an intellectually inferior and socially

distinct race, such as the South African aborigines, or as to the plans best to be followed in promoting that education. . . . Meanwhile we perceive, first, that in matters pertaining to their education the aborigines are not supposed to have any opinions that are worthy of notice; secondly, that the methods sanctioned for the education of this class are either on their trial or are already widely condemned; and, thirdly, that the State, while assuming only a minimum of responsibility for the character of the education, year after year votes money for carrying it on."

"The schools for aborigines have practically all been promoted and are maintained and managed by Church associations. The teachers, who are for the most part natives, are also indebted mainly to these Church associations for any special training they have had for their work. The school age children of the aborigines cannot number less than 200,000, but the whole of the schools frequented by these children have never had a tenth of that number on their collective rolls at any one time. It cannot, therefore, be said that, so far as facilities for schooling are concerned, there has been any tendency to make the education other than 'gradual.' But while, generally speaking, school destitution is very noticeable, there are complaints that school areas in some cases 'overlap,' that is to say, schools promoted by competing agencies are needlessly numerous in parts.

"It is part of the theory of the Colonial system of public education that trade classes are to be allowed for native day-schools. But it is to be doubted whether any single native day-school has such an adjunct. . . . . Probably in none of the 269 schools has any serious effort been put forth to provide 'manual training' for the boys. In their case, the whole of the four hours of daily attendance required by the bye-laws of the Department is devoted to 'literary' work. Time-tables compiled on this plan are in some disfavour; for nearly every witness who had anything on the question of 'Native' education to say to the Commission — and such witnesses included some missionary superintendents of native schools—urged that 'manual training' ought to form an essential part of the native school course.

"It is not improbable that the Church Associations which are busied with the management of native education have come to see the necessity of manual training as a part of the course. But they find difficulties in the way. There are workers in this field for instance who conscientiously believe that it is no part of their high vocation to instruct children in the work of cleaning a mealie land or of mixing clay for brick-making. In some schools, owing to the want of tools and land, manual training is impossible. In others, again, there may be facilities, but owing to the absence of an authoritative regulation on the subject, it is felt that manual training cannot be introduced into one school unless it is introduced into all. The heredities of the South African Aborigines are not in the direction of a love of bodily toil, consequently schools which allow the four hours to be occupied with more or less of dawdling over spelling-books or

school slates tend to be numerically the strongest. 'The only available agencies for transforming the native savage into a citizen, capable of understanding his duties and of fulfilling them, are the school, the workshop, and the Christian Church; the teaching . . . needs . . . an industrial *substratum* in its disciples.' It is twenty years since Sir Langham Dale wrote these words. . . . Coming from one in the high official position of Superintendent-General of Education, such a deliverance ought to have been looked upon as a warning, and ought to have produced results. The fact that there have been no results clearly shows that the managers of these schools, however willing they may be to make a change, are quite powerless to enforce it.

"The State must come to their assistance by asserting its authority in this matter. It may be desirable that education of the right kind should be compulsory for the children of aborigines, but at the present moment the introduction of such a compulsory provision would be inopportune. If the State cannot enforce attendance at school, it can at least define the education for which it is prepared to pay; and the State can say that unless that education is supplied in the schools, no grants in aid are to be issued. In the case of all schools frequented by the children of aborigines there should be a definite regulation that one-half of the school-time required of those in attendance shall be devoted to such manual training as can best be followed in the locality, and shall be approved by the Department of Education as efficient. Schools which fail to satisfy the Department in this respect should, after reasonable notice from the Department, cease to receive grants in aid. The 'literary' instruction sanctioned in native day Schools should be purely elementary. After twelve months' notice, no grants should hereafter be issued in aid of the salary of any 'principal' teacher who is not certificated. No scholar above the age of fifteen years ought to attend any native day school except with the approval of the Inspector.

"Existing rights and agencies are to be interfered with as little as possible; but we think it scarcely right that the Government should leave the whole of this gigantic work to volunteers. One institution of the nature of a normal industrial training school for teachers ought to be undertaken by the Government rather than spending large sums on a plurality of such institutions over which the Government has only a partial and insufficient control. In such an institution, what is sometimes spoken of as the 'Europeanising' of the teachers and scholars ought not to be the paramount aim for the present at least. A new branch of the teacher's art has to be discovered; and the Government normal training school should try to make the discovery. What we have to find out is the best method to be followed in the schools for the purpose of humanising the aboriginal youth, of weaning them from their fondness for an idle and dissolute life, of training them to habits of orderly obedience to the law of the country that protects them, and to the masters

who may employ them, and generally of fitting them for the busy life on lines which in our civilised society are regarded as moral. That the discovery of this method is impossible we do not believe; but until the discovery is made, our well-meant endeavours are not likely to give all the results we would wish."

The Commissioners recommended that the aborigines should be required to contribute, in the form of a school tax, towards the support of the schools established amongst them. They based this recommendation on a belief that such a tax would "secure a fuller use of the opportunities afforded for education amongst the aborigines." They said that the levying of a school tax had been advocated on the ground that "the aborigines object to pay fees and will not do so unless they are compelled; that it is right that these people should contribute directly to the cost of their own schooling; and that they are more likely to appreciate the schools if they have to pay for them."

(9.) *Technical Education.*

The Commissioners, under this head, argued that "before technical schools proper can be advantageously started, the industrial aptitudes of the people must have disclosed themselves. Until this has taken place, until the turns and genius of the people in the domains of industry have shaped themselves and found some real expression, specialised technical schools are not likely to be manned with students foreseeing how to take the best advantage of their opportunities, or with professors informed and prepared to give them the necessary guidance."

At the same time they expressed regret that they could not "concur in the opinion of certain expert witnesses at Kimberley that the time has arrived when, in this Colony, a School of Science, with special adaptation to the science connected with mining industries, can advantageously be set on foot. Doubtless such a School of Science is of great value to a community, but there does not appear to be evidence that the aptitudes of the youth of the land have been sufficiently manifested to warrant the Government in undertaking the financial and other responsibilities of such a venture. For the present, a more practical way of doing good in this direction may be found in the establishment of one or two Technological Scholarships of an amount which would materially assist deserving youths to proceed to some well-organised School of Science in some other country for the purpose of prosecuting special studies."

Touching on the broader question of principle, and apparently with special reference to the white, rather than to the coloured population, the Commissioners remark that "there can be no short cut, no royal road to technical education as a means of promoting industrialism in a people. If we are in earnest about this matter we must begin at the beginning, and that beginning will have to be made by suitable preliminary schooling in the primary schools. Is it a good thing for a youth to be able to express himself readily and intelligently, to be able to think without 'making a mess' of his thinking? Then he must

know words and the laws which pertain to them; he must be taught a vocabulary and how to use it; not only so, but he must acquire these things in youth, for it is only then that the correlated organic structures are plastic and receptive. Is it a good thing to be technically educated, to be a handy, skilful, and intelligent master of some art of civilised living? Then, again, must the foundation be laid in the receptive period of youth. And this has to be so with a view to the acquisition, not less of the knowledge that will inspire the style of the workman, than of that dexterity of hand, precision of eye and directness of movement, which come only when muscle is mobile and nerve is expectant."

The Commissioners, while admitting that higher agricultural colleges are useful, point to village technical schools as more humble but not unneeded institutions. They thus sketch the curriculum of such a school:—"In addition to all that belongs to the culture, drying, canning, preserving, and packing of fruits, a course of instruction in a village technical school could include instruction in bee-keeping and poultry keeping, instruction and practical demonstration in grafting and budding, in planting and pruning trees and plants, culinary and ornamental, in the manufacture and preparation of leather, in the branches of domestic economy including needlework and laundry work, in house-cleaning and house-keeping, bread-making and cooking generally, in nursing, and generally in such other directions as may suggest themselves as suitable to the locality and the people. Wherever a school board starts such an unambitious village technical school, either as an adjunct to the aided school or independent thereof, the Education Department ought certainly to be authorised to aid liberally."

"Doubtless," add the Commissioners, "for such village technical schools there would be a difficulty in finding in the Colony a suitable supply of teachers. This will necessitate during the next few years the introduction of properly trained teachers from other countries, notably from the United States of America or from the United Kingdom." But Colonial institutions should aim at training up a supply of teachers from among the youth of the land.

The Commissioners also lay stress on the importance of encouraging the teaching of drawing and of elementary science in primary schools, and of providing manual training for boys and girls alike.

87. In the year 1892 (the year of the publication of the Commissioners' Report), Sir Langham Dale expressed the wish to retire from active service, and resigned his office of Superintendent-General of Education His retirement after thirty years of arduous public labour elicited from all classes of the community expressions of the high esteem in which he was held by his fellow citizens.

Sir Langham Dale's successor, Dr. Thomas Muir (who before his appointment was Principal of the Glasgow High School), took up the duties of his office in the course of 1892, and the impressions which he formed after a careful inquiry into the working of the educational system of the Colony were embodied in his first report, dated March 31, 1893. This important document contains a very able survey of the educational situation at the time at which it was written.

One of Dr. Muir's first steps was to draw up a scheme of Inspection Circuits for the Colony, and to issue to the inspectors a circular letter of instructions considerably increasing their responsibilities and extending their duties. In the course of his tour through the Colony, he found great diversity in the character of the buildings used for school purposes. "In public-spirited towns like Kimberley, King William's Town, and Port Elizabeth I found very creditable buildings indeed, also notably at Lovedale; but from these there is a long descending scale, ending in premises which are very wretched." He thought that the third class schools on farms and the poorer sort of mission schools most needed improvement. In general, he had occasion to comment unfavourably on the ventilation of the class rooms, the sanitary arrangements, and the untidy state of the playgrounds and the school surroundings. In the course of detailed comments on the subjects of instruction, he draws attention to the weakness of the teaching of mental arithmetic, physical geography, and history, regrets that so little was being done to develop the musical talent of the country, and strongly urges better Kindergarten teaching for infants and the need for the teaching of experimental science. Next to singing, he found drawing to be the most neglected elementary school subject in the Colony. Better manual training he considered to be of great and pressing importance. Drill and physical exercises he found not nearly so common as they should have been.

Dr. Muir found it necessary to introduce alterations in the standards. "No changes, however," he remarked, "which human skill can devise will effect all the improvements requisite, so long as the 'School Elementary' examination dominates the field. If it comes to be recognised that the be-all and end-all of an Elementary School training is the passing of a certain written examination in grammar, arithmetic, history, and geography, and if under pressure of this recognition such subjects as reading and recitation, drawing, science, singing, sewing, boys' handiwork, drill and physical training go to the wall, there will be uncommonly little to hope for from the rising generation."

"The qualification of the teachers," wrote Dr. Muir, "may with tolerable accuracy be guessed from the manner in which the school subjects are taught. . . . A schedule was prepared and issued to every teacher, with a request that the spaces left blank for insertion of facts regarding education, professional training and experience be filled up. . . . Large numbers of teachers, says the officer in charge of the duty of preparing the statistical

report, have shown themselves absolutely incapable of filling up the schedule. . . . The scrupulous care which a highly-educated nation like Germany exercises in regard to the training of her teachers has long been familiar to me; but recently in King William's Town it struck me with all the vividness of a new impression. In two schools there, very unlike each other, the one a strictly Elementary Public School, the other a large private High School for girls, the work done was in both cases excellent of its kind. So noteworthy it appeared, that I made inquiry about the teachers, and found almost, if not quite without exception, that they had been trained for their profession in Germany.

"It is painful to say, but said it must be, that not only is professional training wanting, but in quite a number of instances which have come before me the so-called teacher had not the elements of a common tradesman's education. Three times in the course of a fortnight I have been asked to sanction the appointment of men who could not write either in Dutch or English a letter of half-a-dozen lines without a blunder. This state of affairs must be well known to certain ministers of the Dutch Reformed Church—men of a class that is unwearying in its efforts in the cause of education. The reason given in such cases when I demur is that no better applicants are to be found. If this is to continue, what hope is there of producing intelligent, enterprising farmers out of boys whose school life extends to six or twelve months under the guidance of teachers like them? What hope is there of a naturally gifted boy, under the inspiration of such men, ever issuing from his obscurity to take his proper place in advancing the well-being of the nation.

But, "speaking generally," added Dr. Muir, "I found the teachers zealous, earnest, and conscientious in their work, anxious to improve and more willing to take upon themselves extra trouble than teachers in Europe usually are."

This first Report of Dr. Muir's contains a very valuable and interesting series of educational statistics. The following tables may be given as throwing much light on the number of children in Government-aided schools in Cape Colony in 1891–2.

——	Children over 5 and under 15 in April, 1891.			Children of all ages and races at Govt. aided Schools, Dec., 1891.	Approximate percentage attending Govt. aided Schools.
	White.	Coloured.	Total.		
Colony - -	96,556	175,583	272,139	6704	24·77
New Territories -	2,720	142,458	145,178	15,850	10·92
Total - - -	99,276	318,041	417,317	83,254	19·95

Number of children over 5 and under 15 at school in Colony and Native Territories, April, 1891.

—	At School.	Not at School.	Total.	Percentage at School.
White - - - -	39,783	59,493	99,276	40·07
Coloured- - - -	38,550	279,491	318,041	12·12
All races - - -	78,433	338,884	417,317	18·79

In discussing the causes of educational destitution, Dr. Muir remarks that "sparseness of population, the purely voluntary character of the educational system, the apathy of parents, and poverty seem to be the main causes of the state of affairs above indicated. The third of these, the apathy of the parents, more especially in purely rural districts, I consider the most serious of all. Every Inspector is conscious of it, and I have evidence of it in the office every day."

The Census of 1891 distributes the white children of school-going age as under:—

1.	Attending State-aided Schools - - -	22,090
2.	Attending Private Schols - - - -	17,697
3.	Receiving instruction at home or in Sunday School only - - - - - - -	20,223
4.	Engaged in some other occupation - -	12,932
5.	Not occupied - - - - - - -	26,338
		99,280

Dr. Muir drew special attention to the extreme importance of improving the arrangements for school inspection. "All educationists are agreed that efficient inspection is the corner-stone of any State-aided system of education; and, as there would be grave public danger in forgetting this, I trust I may be pardoned in thus pointedly drawing attention to the matter."

Under the head of *The Future*, Dr. Muir wrote as follows:— "The lesson for the future which is to be learned from a perusal of this review of the educational system of the Colony is that *organisation ought to keep pace with growth*. On reading any one of these eight sections: (1) Office Work, (2) School Buildings, etc., (3) Subjects of Instruction, (4) School Committee, (5) Teachers, (6) The School System, (7) Educational Destitution, (3) School Inspection—no man, I feel sure, who knows anything of the working of the various educational systems of the world but would say, 'Organise, organise.' True it is that he would also probably advise the delimitation of the country into school

areas, and the appointment of a board of school managers for each area; and that when the educational apathy of parents was brought to his notice he would not hesitate to recommend compulsory education; but I am much mistaken if he would not give the first place of all to departmental organisation. In a vigorous community, with little aversion to change, and with few other large problems to solve, all three reforms mentioned might be attempted at once; but I should question the wisdom of doing so in the present instance. To decree general compulsory education before one has in operation better machinery for producing school buildings, school teachers, &c., would be worse than confusing; to institute School Boards throughout the country before the departmental machinery has been arranged for carefully supervising their labours, would be less fatal, but still objectionable. This amounts to saying that there are three predominant requirements, viz.:—

A. Departmental organisation,
B. Compulsory institution of School Boards,
C. Compulsory attendance of pupils;

that all three might be attempted at one time, or that A. might be attempted first and B. and C. together at a later date; or that A., B., and C. might be taken in hand separately and in order. The last of these proposals, more especially if accompanied by certain possible improvements on the existing regulations, is in my opinion the wisest course to follow. A number of improvements I can, on my own initiative, carry with effect. Others, such as those connected with building grants, boarding grants, 'white' mission schools, poor schools, etc., I can only recommend for the consideration of the Government."

88. This will be the most convenient point at which to break off the historical survey of the development of the educational system of Cape Colony. The description of the system as it exists, which constitutes Part II. of the report, will sufficiently show how large a debt the Colony owes to the educational zeal, the organising ability, and the administrative tact of the present eminent holder of the office of Superintendent-General of Education.

Part II.

Account of the present System of Education in Cape, Colony, with Statistical Abstracts, &c., showing Progress from 1892–9.

The following summary is based on various pamphlets containing the regulations laid down by the authority of the Department of Public Education; on the Reports of the Superintendent-General of Education; and on the collection of the "Education Acts and the Regulations framed thereunder and passed by both Houses of Parliament," compiled by the Speaker, Sir Henry Juta, Q.C., and issued in 1898.

The summary is divided into the following chapters:—

I. Central Authority and Local Managers.
II. Classification of Schools.
III. Enrolment, Numbers and Attendance of Pupils.
IV. Elementary and High School Curricula, with Inspection Statistics for Elementary Schools.
V. Statistics of Teaching Staff; Regulations for Corporal Punishment, Pupil Teachers, and Teachers' Examinations; Pupil Teachers' Classes; Teachers' Classes in Needlework, Drawing, Kindergarten, and Woodwork.
VI. Good Service Allowance and Pensions.
VII. Inspection.
VIII. Finance.
IX. Building Loans for Poor Schools.
X. Building Grants and Building Requirements.
XI. Higher Education.
XII. Agricultural Education.
XIII. The School of Art, Cape Town.
XIV. Resolutions of Parliament on Closing of Rural Schools in harvest, etc.
XV. Note on Instruction in Music in the Schools of Cape Colony.

I. Central and Local Authorities.

(*a*) *Central Authority.*—The central authority for education in Cape Colony is the Department of Public Education. The office of this body is situated in Cape Town. The Colonial Secretary is the chief of the Department; but for all practical purposes the Superintendent-General of Education administers the system. He is required to make an annual report, which has for some years followed the same arrangement. He reports on the working of the administration, the supply of schools, the enrolment and attendance, the progress of the pupils, school curricula, subjects of instruction, training of teachers, etc.

The Department of Public Education has for its general policy the encouragement of local efforts for the extension and improvement of elementary education, and it endeavours to co-operate with such local efforts.

The chief officers of the Department are the Superintendent-General, the Secretary, eighteen Inspectors, one Railway Education Officer, and eight Departmental Instructors, viz., in Music (2), Needlework (2), Manual Training (1), Drawing (1), and Central Pupil Teachers' Classes (2).

(*b*) *Local Authorities.*—One of the principal educational difficulties has long been the question of local authorities. The Commission of 1879 had recommended a system of School Boards to be appointed by ratepayers, the School Boards having rating powers, to be exercised by themselves or by Divisional Councils. But by 1891 no steps had been taken to carry this out, and we give below the answer of Sir Langham Dale, then Superintendent-General, to the Commission of 1891.

" It is the most difficult question in regard to education that we have to deal with. I am afraid of the recommendations of the Commission of 1879. At present (1891) the managers of public schools are people who are chosen by the community because of their interest in the schools. A meeting is held, and the inhabitants are invited to come forward and guarantee the local expenses; and those who thus show their interest in the school elect from their number certain gentlemen who become managers, and enter into an agreement with the Education Department, so that all through we are working with a body of people who have a real interest in the school. Now, if you adopt the School Board system, and say that the public schools of a district are all to be put under one Board elected by the ratepayers, simply because they are ratepayers, and that they will have to be called upon to support the school out of the rates, then you will have men put in from a very different point of view, and the probability is that you will get most of your men put in through promises not to run into expense; and instead of keeping the sympathy of the people with you, you at once create a feeling in the country that will alienate the best supporters of the school. At present, if you take any public school, you will find that the clergy and professional men are on the committees, and most active; but I very much doubt whether you will get that same agency if you call a public meeting of ratepayers and elect the Board as you would elect a municipality."

On the other hand, Sir Langham Dale felt that the "committees of management ought to have succession, and there ought to be power for them to hold property, and some means of securing the perpetuity of the school, so as not to have what there is now, a complete break at the end of three years." Further, " it would be only fair to those men who bear the burden of working the school for three years that they should not be called upon personally to put their hands in their pockets to make up a *bona fide* deficit." It was suggested that lawyers could show how to

"give succession to these committees under the present system, still keeping the same system of the people interested electing the managers, who should guarantee the general expenses of the school; but all exceptional deficiencies . . . should be made good either wholly or partly, out of the Divisional Council rates, and should be charged to the division and not to individuals, or partly to the Divisional Councils and partly to the Government."

Sir Langham Dale further recommended that an officer of the Audit Department should examine the books in each case of a deficit before the Government acted in the matter; and that if such officer were satisfied that the deficit was *bona fide* and unavoidable the Government should give a precept or notice to the Divisional Council.

The question is twofold, involving not only some permanency or succession of these corporate bodies, but the constitution of them as committees of management.

It will be noticed from the extract just given that by the system at present in force—for no change has been made since 1891—the managers of public schools are people chosen by the community because of their interest in the schools. A meeting is held, though it does not appear in what manner it is called nor who is entitled by common usage to vote at it. At all events, whatever be the usual method—and there is probably a great variety in this matter—the meeting invites the neighbouring people of influence to come forward and guarantee the expenses. Certain gentlemen from among the guarantors are then elected managers, and, as such, enter into an agreement with the Department of Public Instruction. As a rule the clergy of all denominations and the professional men of the district are most active on these roughly-formed committees of management.

The managers are generally elected for three years only, and there is no guarantee whatever that the policy pursued by the committee for any period of three years will be continued by their successors for the next three years.

It is difficult to give a summary of the regulations in regard to the local management of schools which could cover all classes of schools aided by the Government. The conditions of management differ with the various classes of school that will be distinguished later. The following description applies to the undenominational public schools.

It appears, then, that the usual mode of procedure in regard to a public school of this type (*i.e.*, undenominational, whether first, second, or third class) is briefly as follows:—

1. Persons interested in obtaining educational facilities in their district summon a meeting of the inhabitants.

2. The meeting thus called decides that it would be desirable to establish a public school in the district.

3. Following on this decision, persons of influence and means in the district are invited to come forward and guarantee the expenses. Such a guarantee must cover half the estimated

annual expenditure to be made for the maintenance of the proposed school, and is given on the understanding that, if the scheme for the school receives the approval of the Government, the other half of the expenditure will be met by a grant in aid from Government on the "£ for £ principle."

4. Should the amount guaranteed by those who come forward at the meeting reach the sum of half the estimated expenditure, it is possible to proceed with the scheme for a school. But the guarantee is only made for three years; and there is, therefore, no security that the school will be continued after the expiration of that period. That will depend on the willingness of persons to come forward and guarantee half the working expenses for a further period of three years.

5. The guarantee having been obtained, certain gentlemen are chosen by the meeting from among those who have taken a share in the guarantee to serve as managers.

6. The managers, whose number is not fixed by any rule, then enter into relations with the Department. Their first task is to prepare a scheme for the management of the school that shall be accepted by the meeting and satisfy the Department. The conditions of obtaining the assent of the Department to such a scheme include an undertaking on the part of the managers to provide and keep in repair the necessary accommodation for the school teachers, namely, a schoolroom, suitable offices attached, and proper school furniture, together with a residence for the principal teacher, or an annual allowance in lieu thereof which must be equal to at least one-fifth of his salary. Further, the scheme submitted to the Government must specify (*a*) the names and credentials of the teachers nominated by the managers for the proposed school; (*b*) the rate of school fee to be charged; and (*c*) the local regulations proposed for the conduct of the school, and the arrangements for its maintenance and management.

7. The acceptance of the scheme by the Department implies a guarantee that the other half of the estimated annual expenditure will be met by a grant in aid. The school then becomes subject to the control or management of the local managers if it is already in existence; and, if not, the local managers become responsible to the meeting that elected them and to the Department which has accepted their scheme, for faithfully carrying that scheme out. But, in virtue of the grant in aid, and the public character thus given to the school, it becomes subject to inspection by the Superintendent-General of Education, or "his deputy duly appointed by the Governor" (*i.e.*, the School Inspector for the district). This means the right to enter the school at any time during school hours, to examine into the state of the buildings and the school furniture, to ascertain the progress of the children under instruction, to enquire generally into the efficiency of the school in regard to the locality in which it is placed, and to call for such returns as the Inspector may require in order to obtain satisfactory information on these subjects.

8. It will be observed that the grant in aid does not depend on the report of the Inspector; it is guaranteed for three years. But at the end of this period it is provided that "no new grant, or renewal or augmentation of a grant, shall take place until or unless the Superintendent-General is satisfied that suitable out-offices, and, in addition, a suitable recreation ground, have been provided, and *that the school can efficiently provide for the wants of the locality.*

In every case the names of the managers must obtain the approval of the Government before a new grant can be made, or an old grant renewed or augmented.

Such is the usual procedure. It is only necessary to add that, if any municipal board or "divisional council" raises the necessary amount (*i.e.*, half the estimated annual expenditure for three years), and complies with the other conditions upon which aid is proposed to be given to undenominational public schools, the members of such board or council become, in virtue of their guarantee, the managers of the school or schools which they propose to establish or support, without any meeting or election by the persons interested. The board or council may appoint three managers if they see fit to do so, but managers so appointed by them are subject to the approval of the Governor. Schools so established and managed are subject to all the regulations imposed upon other public schools established and managed in the usual manner and aided from the public funds.

The "Memorandum of Instructions regarding the nomination of Managers of Undenominational Public Schools" (see "The Education Manual, 1892") gives the best summary of the procedure already described:—

"1. For the purpose of establishing an undenominational Public School or for the nomination of managers of such a school already in existence, a meeting of householders within the limits of the district, or town, or village, as the case may be, should be convened.

"2. A notice of at least three weeks should be given of such a meeting by a printed or written notice affixed to some place of public resort within the limits above mentioned.

"3. As soon as it shall have been resolved by a majority of votes to establish an undenominational Public School, or to nominate new managers, as the case may be, all householders who are willing to subscribe a guarantee for the payment of the local expenses of the school (including half salary of teacher, house allowance, and rent of schoolroom as required by the Education Act of 1865), should be invited to subscribe their names, with the amount of their respective guarantees.

"4. The list of guarantors being completed, the meeting should be invited to elect from the guarantors a board of *managers not less than five in number*, to hold office for three years.

"5. The chairman who presided at such a meeting should, as soon as may be, transmit the names of the managers thus

elected, together with a copy of the proceedings of the meeting, to the Superintendent-General.

"6. The managers (as soon as their names have been approved by Government) must proceed to sign the necessary forms of guarantee required by the Government, and must nominate the teachers and frame school regulations.

"7. The managers should also frame rules for conducting their own meetings periodically, and for keeping proper records of their proceedings.

"8. The managers should call together the whole body of guarantors once in every year, by a notice affixed as aforesaid, and submit to them a complete statement of the financial affairs of the school.

"9. When a vacancy occurs in the board of managers by insolvency, or death, or removal from the district, the guarantors should be called together by the chairman of the board to nominate another member to fill the vacancy."

The characteristic feature of the system—the co-operation of the Government in local effort to the extent of providing half the necessary support—is met with in many details of school management. The Government pays half the salary of teachers; and a few regulations on the subject of *School requisites* may serve for another instance of the policy.

On forwarding to the Education Department a list of the articles, the managers or correspondent of the school must undertake the payment of half the amount, and must furnish plain instructions how and to whom the parcels are to be forwarded. An order for a supply of school requisites can be issued to a school only once in the same year. First-class schools are, however, excluded from the privilege of getting ordinary supplies at half-price, but can obtain scientific apparatus, etc. This exception means that the rate of school-fee charged in first-class schools is high enough to enable them to provide their own books, stationery, etc., at ordinary prices.

The Superintendent-General exercises his discretion in apportioning the rate of Government aid, if the funds placed at his disposal from time to time are inadequate to meet the local remittance by an equivalent sum; and in declining to forward such publications as do not appear to him to be suited to the wants of the school. Managers are at liberty to sell the articles, thus supplied, to the teacher and to the scholars at the usual retail price, or at any lower price which they may fix upon. Carriage and insurance are charged to the managers of the school.

Without anticipating the account to be presently given of the conditions of grants in aid, a few special points must be noted as instances of a relation between the central authority and local enterprises somewhat different from the "£ for £" co-operation so far described.

1. *Drawing and Music.*—Where these subjects are included among the subjects of the ordinary school course, and are taught *without additional fee*, a grant not exceeding 50*l.* per annum may be allowed in aid of the salary of a teacher of drawing and a teacher of music; but no grant is paid unless the Government is satisfied with the qualifications of the teacher, the subjects and the mode of instruction, the number of pupils in regular attendance, and the progress of the pupils from time to time.

2. *Dutch.*—Where it is desirable to provide for the teaching of the Dutch language in the ordinary school course, the Government will require that the principal or one of the assistant-teachers shall be competent to give and shall give instruction in that language. Where instruction in the Dutch language is given by a special teacher, not being one of the regular staff, a grant will be made in aid of the salary of such teacher, not exceeding in amount the grant allowed for an assistant in the school with which such teacher is connected.

The grant is, of course, in all cases supplemented by an equal amount from local sources.

3. *Preparatory Schools.*—To encourage the formation of preparatory or infant schools in connection with the undenominational public schools of towns, grants are made in aid of the salaries of the teacher and assistants of such schools situated in localities where the Government is satisfied that such a school is required, but no grant can exceed the amount allowed for an assistant teacher in the undenominational public school with which the preparatory or infant school is connected.

4. *Free Scholars.*—By virtue of the grants given from public revenue, the Government, or, rather, the Governor, acquires the right to appoint free scholars. The scale is as follows:—

1st class schools: for every 20*l.* of annual Government aid, one free scholar who must be unable to pay the necessary school fees.

2nd class schools: for every 10*l.* of annual Government aid, one free scholar unable to pay school fees.

3rd class schools: irrespective of the amount of aid the governor has the right to appoint five free scholars.

5. *Trade Classes.*—An annual allowance not exceeding 50*l.* will be given in aid of the expenses of an industrial department or trade class attached, with the consent of the Government, to a native industrial institution not in receipt of any allowance from Government, or to a native day school, provided that the industrial department or trade class is daily attended by a satisfactory number of young persons of suitable age.

The school hours for undenominational public schools must be at least five daily, except Saturdays, which is a whole holiday. Managers may provide for the instruction of the scholars in religion during the ordinary hours of instruction, but no scholars

may be compelled to attend for such instruction without the consent of their parents or guardians.

In every school for which a full grant is made, an average *daily attendance* of at least twenty children must be maintained. In towns and villages, one teacher with full grant (*i.e.*, half of salary) is allowed for every thirty scholars in daily attendance. A part-grant is allowed for ten scholars in third class schools only.

As a fundamental condition of aid a fair daily attendance must be maintained. In a *public school* one teacher is allowed for thirty scholars, as a rule; but where the population is very small a daily attendance of twenty satisfies the Department. In a *mission school* a daily attendance of at least thirty to forty children must be maintained, except at "out-stations," where a daily attendance of at least fifteen to twenty is required.

In every mission school enjoying the full grant of 75*l.* per annum, there should be a qualified teacher for a separate infant school, and two qualified teachers for the juvenile school, of whom one superintends the girls' sewing classes and assists at all other times in the general business of the school.

Grants.—Grants are due on the last day of each quarter, but the drafts are sent to the treasurers of schools in the country districts a few days earlier, to enable them to pay the teachers on the day when their salaries are due.

Application for Aid.—Preliminary application for aid to any school must be accompanied by full information on these points:—

(1) The name and exact situation of the proposed school station (= school district).

(2) The number of children of school-going age (from four to fifteen years) who live within a mile of the school station.

(3) The number of children in actual attendance if the school is already open; or the number that will probably attend.

(4) Whether any other aided school is situated in the neighbourhood? If so, why the children cannot avail themselves of it?

(5) What grant is applied for?

(6) What local income is it proposed to give to the teacher or teachers? What school fee is to be charged?

(7) The names and credentials of the teachers to be employed; and certificates of their competency to conduct the secular instruction of the school in the English language, or in the native language, as the case may be.

(8) The dimensions of the proposed schoolrooms, how floored and furnished? Whether provided with necessary out-offices, and with recreation ground; extent of accommodation for written exercises and for infant lessons.

(9) Names of those proposed as managers of the school.
(10) Name and address of the correspondent.

II. Classification of Schools.

The following regulations deal with the classification of schools and contain a statement of the conditions under which State aid is granted to each class of school.

(*a*) *Undenominational Public Schools.*

Class I.*

Boys' and Mixed Schools.—Grants in aid of salaries of the principal, vice-principal, and assistant teachers of an undenomination public school of the first class in towns and localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding 200*l.* per annum; a grant not exceeding 150*l.* per annum for the vice-principal; a grant not exceeding 125*l.* per annum for each assistant teacher.

The subjects of instruction in a school of the first class shall include reading, writing, arithmetic, algebra, English composition and grammar, political and physical geography, outlines of history and the elements of natural science in the *primary* course; and the Greek and Latin languages, English literature, history, higher mathematics, and one at least of the specific subjects:—Chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture, in the *secondary* or superior course.

In a Lower Grade School, Greek may be omitted, if instruction in a modern language, other than English, is provided.

In a Higher Grade School, Greek may be omitted, if instruction in an additional specific subject and in a modern language, other than English, is provided.

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* In 1899 an important step was taken towards the organisation of secondary education by setting apart the best of the Public Schools of the First class (about 35 in number) as High Schools with a fully detailed curriculum leading up to Matriculation at the University. This step had become imperatively necessary by reason of the withdrawal of Matriculation classes from the more important Colleges and the consequent devolution of the whole of this work upon the schools. Schools claiming to be ranked as High Schools have to show the permanent existence of a two years' course beyond Standard VII. A special inspector will visit all High Schools in each Province.

Girls' Schools.—Grants in aid of the salaries of the principal, vice-principal, and assistant teachers of an undenominational school of the first class, for girls only, in towns or localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding £120 per annum for the principal, a grant not exceeding £90 per annum for the vice-principal, a grant not exceeding £75 for each assistant teacher.

The subject of instruction in a girls' school of the first class shall include reading, writing, arithmetic, English composition and grammar, outlines of history and geography, plain needlework, and lessons on natural objects, in the *primary* course; and English literature, history, political and physical geography, higher arithmetic, elements of natural science, laws of health, domestic economy, and a modern language other than English, in the *secondary* or superior course.

Class II.

Boys' and Mixed Schools.—Grants in aid of the salaries of the principal, vice-principal, and assistant teachers of an undenominational school of the second class, in towns or localities where the Government is satisfied that such a school is required, shall be made on the following scale:—A grant not exceeding £150 per annum for the principal, a grant not exceeding 100*l.* per annum for the vice-principal, a grant not exceeding 75*l.* per annum for each assistant teacher.

Girls' Schools.—Grants in aid . . . shall be made on the following scale:—A grant not exceeding 60*l.* per annum for the principal, a grant not exceeding 30*l.* per annum for each assistant.

The course of instruction in a Boys' and Mixed school of the second class shall include reading, writing, arithmetic, algebra, English composition and grammar, political and physical geography, outlines of history, Latin, and the elements of natural science. Latin may be omitted where instruction in one specific subject—chemistry, geology, mineralogy, botany, animal physiology, principles of agriculture, and in a modern language, other than English, is provided.

The course of instruction in a girls' school of the second class shall include reading, writing, arithmetic, and outlines of history and geography, plain needlework, and lessons on natural objects.

Class III.

Grants in aid of the salaries of the principal and assistant teachers of an undenominational school of the third class, in localities approved by the Government, shall be made on the following scale:—A grant not exceeding 100*l.* per annum for the principal teacher, a grant not exceeding 60*l.* per annum for each assistant teacher.

The course of instruction in a school of the third class shall include at least reading, writing, arithmetic, outlines of history and geography, and lessons on natural objects.

All these grants shall be supplemented by an equal amount from local sources, in which amount may be reckoned a sum, in whole or in part, approved of by the Superintendent-General of Education, given towards board and lodging and to be regarded as part salary.

(*b*.) *Extra Aided and Poor Schools.*

1. If it be proved to the satisfaction of the Superintendent-General that the people of European extraction in a locality are too poor to pay the usual school fees, extra aid will be given.

2. When in such a locality no school already exists, and the people guarantee that the teacher will receive from them board and lodging, or an equivalent in lieu thereof, the Education Department will pay as follows:—(*a*) To an approved certificated and experienced teacher 15*l*. a quarter, to an approved uncertificated teacher 12*l*. a quarter, so long as an average attendance of twelve is maintained. (*b*) To an approved certificated and experienced teacher 20*l*. a quarter, to an approved uncertificated teacher 15*l*. a quarter, so long as an average attendance of twenty-four is maintained.

3. The managers of such a school shall be the promoter and two other residents approved by the Superintendent-General.

4. The Superintendent-General's concurrence must be obtained before the teacher of such a school can be dismissed.

5. When in such a locality a school already exists, and is providing for its full number of free scholars, the Education Department will pay the fees of such additional children as may be duly certified to be indigent.

6. *Boarding Grants.*—In the case of children, whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding school will be paid by the Education Department, the amounts to be dependent on circumstances, but in no case to exceed 12*l*. per child per annum.

7. *Rent.*—When it is found impossible for the managers of a public school to become possessed of land and buildings necessary for school purposes, including a dwelling-house for the principal teacher, and such property of an approved character can be hired at a reasonable rent, the Education Department will repay half the rent.

8. *Evening Schools.*—One-third the usual day school grants will be available for approved evening schools, where pupils over fourteen years of age, or of such age as the Superintendent-General of Education may approve of, are taught for at least six hours per week, during a period of six months.

9. *Trade Schools.*—Grants similar to those hitherto made to Native Industrial Institutions will be available to similar institutions founded for the training of indigent and neglected white children.

10. *White Mission Schools.*—The grants at present available for third-class public schools will be available for any white mission school in a town where there exists a public school of a class higher than the third, provided that the managing committee of the said mission school consist of the missionary superintendent, clergyman, or minister as chairman, and two lay members approved by the Superintendent-General of Education.

11. *Sewing, Drawing, Singing, Physical Training.*—After a date to be fixed by the Superintendent-General of Education, the sum of 2*s.* 6*d.* will be paid annually by the Education Department to the funds of any public school for every child who has been regularly and satisfactorily instructed in sewing, drawing, physical training, or vocal music.

12. *Handiwork.*—An annual allowance not exceeding 50*l.* will be paid to any public school in aid of the expenses of a satisfactorily conducted handiwork class of not less than twenty pupils under an approved visiting teacher.

13. When the handiwork class is conducted during school hours by one of the ordinary teachers whose salary is aided in accordance with the pound for pound principle, an annual allowance not exceeding 1*l.* per pupil in average attendance on the class will be given in aid of the other expenses.

14. *Audit of School Accounts.*—A properly detailed account-book of school income and expenditure made up to 30th June of each year must be kept by the managers of every Government aided school, and must be produced, together with the necessary vouchers, when the Superintendent-General or his duly appointed deputy makes requisition. In such books fees received in other than cash must be entered, and the current value thereof brought to account.

(c) *District Boarding Schools among the Agricultural Population.*

1. Before any grant is made, the Superintendent-General of Education satisfies himself that the district is one that requires a boarding school, and that the locality where the school is to be placed is suitable for the purpose.

2. The managers, the teachers, the rates of charge for the instruction and maintenance of scholars, the course of instruction, and all the arrangements of the institution are subject to the approval of the Superintendent-General of Education, and the institution is open at all times to the inspection of the Superintendent-General of Education, or his deputy, duly appointed by the Governor.

3. The grants from the funds administered by the Superintendent-General of Education are appropriated exclusively to

the following objects:—The part payments of the teachers or of the superintendents of the boarding departments, the training of the scholars in industrial habits, and the part maintenance of those scholars whose circumstances require such assistance towards their education.

4. The annual grants to a boarding school may not exceed 100*l.* towards the salary of the principal teacher, and 60*l.* towards the salary of each assistant teacher.

5. [The annual grants to a boarding school for girls may not exceed 50*l.* towards the salary of the principal teacher, 30*l.* towards the salary of the assistant teacher, 10*l.* towards the industrial department, and 6*l.* capitation allowance towards the maintenance of each girl boarded and lodged and educated in the institution, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards her education. Up to the year 1897 a corresponding regulation (with higher scale of salary) determined the scale of grants to boarding schools for boys; it was then replaced by clause 4 above. The regulation of 1897 does not state whether the new scale applies to boys' schools, girls' schools, or both. It is probably intended to apply to both, as the new clause (6), added at the same time, only makes mention of children.]

6. In the case of children whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding-school will be paid by the Education Department, the amount to be dependent on circumstances, but in no case to exceed 12*l.* per child per annum.

7. Each grant towards the salary of a teacher, or assistant teacher, or of a superintendent of a boarding department, must be supplemented by an equivalent amount from the managers of the institution.

8. The managers of a district boarding school must provide day school instruction for the children resident in the locality.

9. The managers of a district boarding school must furnish from time to time such returns and reports as are required by the Superintendent-General of Education, and must submit to him annually a complete report of the management of the institution, with a statement of its revenue and expenditure; and the accounts of the institution shall be subject to audit annually by the Superintendent-General of Education, or his deputy, duly appointed by the Governor.

Boarding Departments.

1. Where sufficient provision already exists in the locality for day school instruction, a boarding department, either for boys or for girls, may be formed in connection with the day school; the annual grants to such a boarding department being restricted to a sum not exceeding 50*l.* toward the salary of the superintendent an equivalent amount being provided by the managers, and to a capitation allowance of 6*l.* towards the maintenance of each boy

or girl boarded and lodged and educated, whose home is situated not less than six miles from the undenominational public school of any town or village, and whose circumstances require such assistance towards his or her education.

2. To encourage the industrial training of young persons, resident in district boarding schools among the agricultural population, and in boarding departments connected with the undenominational public schools, a sum not exceeding 50*l.* per annum will be allowed in aid of the expenses of such industrial departments or trade classes as shall be opened with the consent of the Government, provided that no allowance shall be given for any industrial department or trade class which is not daily attended by a satisfactory number of young persons of suitable age.

(d.) Mission Schools.

1. Aid is granted to mission schools in eligible districts or localities previously approved by the Government, as well within as out of towns and villages, in order to provide for the education of those portions of the population who are wholly unable of themselves to found schools.

2. The classification of mission schools is as follows:

Class I.—Where there is a series of schools, infant, juvenile, and industrial, the annual allowance shall be 75*l.*

Class II.—Where the children form only one school the annual allowance shall be 30*l.*

Class III.—To schools at out-stations, the annual allowance shall be 15*l.*

3. No portion of the Government grant may be appropriated otherwise than to the support of the teacher or teachers of the school, for the performance of their duty as teachers.

4. Before any new grant, or renewal, or augmentation of any grant is made, the Superintendent-General of Education must be satisfied that proper arrangements are made for the maintenance and management of the school, and that the local income of the school, with the grant in aid, can efficiently provide for the secular instruction of the children of the locality in which the school is placed.

5. The schools are under the management and control of the churches or missionary bodies with which they are connected, but must be subject to inspection by the Superintendent-General of Education, or his deputy, duly appointed by the Governor, who shall have the right of entering the school at any time during school hours, of examining into the state of the buildings and the school furniture, of ascertaining the progress of the children under instruction, and inquiring generally into the efficiency of the school in regard to the district or locality in which it is placed, and of calling for such returns as he may require, in order to obtain satisfactory information on these subjects.

6. Suitable school buildings, furniture, and a recreation ground must be provided, to the satisfaction of the Government.

7. The ordinary school hours are to be computed at not less than two hours in the forenoon and two hours in the afternoon; and the secular instruction given during the school hours shall include, at least, reading, writing, and elementary arithmetic.

8. No scholars shall be compelled to attend for religious instruction without the consent of their parents or guardians.

9. The Governor shall have the right to appoint, in each mission school, five free scholars; such appointments to be restricted to scholars who are unable from circumstances to pay the necessary school fees.

10. The instruction during the ordinary school hours shall, as far as practicable, be given through the medium of the English language.

(*e*.) *Circuit Teachers.*

1. Where a district is utterly unprovided with schools, and the people on the farms are too poor to pay for private farm schools, a circuit teacher will be employed, who is to assemble the children at such centres—two or more—as may be most convenient.

2. Where twenty to thirty children of school-going age are brought under regular instruction, the circuit teacher will get a salary not exceeding 5*l*. a month. A daily attendance of twenty scholars or more must be maintained.

3. Where ten or twenty children are brought under regular instruction the circuit teacher will get a salary not exceeding 3*l*. a month. A daily attendance of ten scholars or more must be maintained.

4. The residents at each centre will have to provide free board and lodging for the circuit teacher, whilst at their school-station.

5. Teachers will not be approved unless they produce evidence of good character and satisfy the Superintendent-General of Education of their qualifications to teach the English or Dutch language, writing, and arithmetic.

6. The scholars will be periodically examined, and the teacher will draw a capitation allowance for each scholar who passes, according to the scale laid down for private farm schools.

(*f*.) *Private Farm Schools.*

1. To encourage the instruction of the children of farmers and others who reside so far from a public school that they cannot avail themselves of the instruction therein provided, the Superintendent-General of Education is empowered, after inquiry

into the attendance and attainments of such children, to pay grants-in-aid on the following scale:—

For each child present on the day of inspection, and shown to have been under regular instruction—

	£	s.	d.
If under a certificated teacher -	3	0	0
If under an uncertificated teacher -	2	0	0

The capitation grants to be paid for children who, after examination, have passed the standards of elementary instruction, are as follows:—

	£	s.	d.
For a pass in the 1st (lowest) Standard -	0	10	0
„ 2nd „ -	0	15	0
„ 3rd „ -	1	0	0
„ 4th or higher „ -	1	5	0

2. The grants aforesaid may not be paid unless the farm or homestead where the children reside is situated not less than six miles from a public school, and unless there are ascertained to be on such farm or homestead not less than five* children under regular instruction.

3. No grants payable on account of the attendance and attainments of the children taught, and on account of allowances for indigent boarders (at the rate of not exceeding 12*l.* per annum), shall exceed in the aggregate 30*l.* per annum on one farm.

4. Teachers will not be approved unless they produce evidence of good character and satisfy the Superintendent-General of Education of their qualifications to teach the English or Dutch language, writing, and arithmetic.

5. Applicants for the grants shall furnish such information as is required from time to time by the Superintendent-General of Education or other inspector duly authorised, and shall comply with such regulations as may from time to time be made for satisfying the Government that the conditions of aid are in each case duly and *bona fide* fulfilled.

(*g.*) *Aborigines.*

Native Institutions.

1. Where school is kept for not less than four hours daily by a duly qualified teacher, assisted by another qualified teacher, and the average daily attendance is not less than one hundred, a fixed annual allowance will be made in aid of salaries, not exceeding 100*l.* for the first teacher, 40*l.* for the assistant teacher, and 10*l.* for the female superintending the needlework of the girls.

Native Schools.

2. Where school is kept for not less than four hours daily by a teacher qualified to give instruction in English as well as in

* For infants of five years and under no payment is made.

the native language, and the average daily attendance is not less than fifty, a fixed annual allowance will be made in aid of salaries, not exceeding 40*l.* for the teacher, and 10*l.* for the female superintending the needlework of the girls. Where the teacher is capable of giving instruction only in the native language a fixed annual allowance will be made in aid of his salary, not exceeding 20*l.*, provided the average daily attendance is not less than twenty-five.

Industrial Institutions.

3. To encourage native youths to become skilled workmen an allowance of 15*l.* per annum, maintenance money, will be made to males who, after one year's probation, shall have entered into a definite engagement with the authorities of the institution with which they are connected, for a further period not exceeding four years, nor less than two years, as apprentices to one of the following trades: carpentry, wagonmaking, blacksmith's work, tailoring, shoemaking, printing, and bookbinding. This amount will also be allowed during the probationary year.

4. To encourage the female portion of the native youth to become habituated to and skilled in the performance of the duties of domestic civilised life, an allowance of 10*l.* per annum, maintenance money, will be made to females who, after three months' probation, shall have entered into a definite engagement with the authorities of the institution, for a further period not exceeding two years nor less than one year, as apprentices to household work.

5. It shall be incumbent on the authorities to provide suitable elementary education, either morning or evening, for all apprentices.

6. The number of those who can be received as apprentices being limited, it is desirable to bring other of the native youth under the influences of the missionary's home as much as possible by enabling them to reside in the institution for the purpose of being educated. For this object an allowance of 10*l.* to 12*l.* per annum (the exact amount being determined by the locality) will be made towards the maintenance of native boarders actually resident within the institution, and having, besides the ordinary school work, some industrial occupation, such as of field or garden labour, or special training for pupil teachers.

7. Boarders and apprentices may be considered as forming part of the required average of daily attendance.

8. To train native youths more effectually in the practical knowledge of trades, an annual allowance not exceeding 120*l.* will be given in aid of the salary of a qualified trade teacher in such of the departments of carpentry, wagonmaking, smiths' work, and leather work as may, with the consent of the Government, be attached to a native industrial institution; provided that no allowance shall be given, as a rule, for more than two trade departments in the same institution, nor for any trade department which is attended by less than fifteen resident native youths on probation before apprenticeship, or ten resident natives under definite engagement with the authorities of the

institution as apprentices in the trade department for which an allowance is made.

9. An allowance not exceeding 30*l.* will be given in aid of the outfit of tools, fittings, and materials for trade departments which may, with the consent of the Government, be attached to a native industrial institution.

III. Enrolment and Attendance of Pupils.

During the years 1892-9, there was a gratifying increase of 74·2 per cent. in the number of pupils on the rolls of the Elementary Schools of the Colony. In 1892 the number on the rolls was 83,347; in December, 1898, it had risen to 135,805: in 1899, to 147,424.

There has also been for some years a steady improvement in the percentage of average attendance, the percentages for the years 1894-9 being as follows:—

73·73	for the year	1894.
73·86	„	1895.
74·41	„	1896.
74·90	„	1887.
76·97	„	1898.
77·16	„	1899.

In the report for 1898 the Superintendent-General writes:—"In the Colony proper this marked improvement makes its appearance in almost every circuit. . . Indeed, in all these circuits except three, the increase in average attendance exceeds the increase in enrolment; and curiously enough the three exceptions are all in the Western Province. . . In the Transkei the state of matters is not so pleasing."

The number of pupils on the rolls in the third quarter of 1899 was divided as follows:—

White - -	Boys - -	30,396	59,825.
40·58 p.c.	Girls - -	29,429	
Coloured -	Boys - -	44,741	87,599.
59·42 p.c.	Girls - -	42,858	

Among the white children the excess of boys over girls on the rolls steadily diminished during the period 1895-8. Among the coloured children, the boys outnumbered the girls for the first time in 1898.

The following table shows the increase in the number of schools:—

1895	Increase in number of schools over	1894, 218
1896	„ „ „	1895, 34
1897	„ „ „	1896, 83
1898	„ „ „	1897, 200
1899	„ „ „	1898, 132

In the two years 1898–9, the additional schools were classified according to the type as under:—

——	1898	1899
First-class Public Schools	3	1
Second-class „ „	3	−2
Third-class „ „	21	20
Poor Schools	50	31
Farm Schools	21	26
Special Schools	9	1
Evening Schools	3	−2
Mission Schools	32	16
Aborigines Schools	60	41

With regard to Industrial Schools (classified above under special schools) the Superintendent-General writes in his report for 1899 that "unfortunately most of them are conducted in an amateurish fashion, the teachers placed in charge having in almost every case had no previous training for such special work. Notwithstanding the best intentions of the promoters, therefore, the work done in them is not nearly so effective as it might otherwise be. . . . . Another regrettable fact is that in many cases unsuitable children have been admitted—unsuitable as regards age, or as regards the circumstances of their parents."

In the six years 1892-8, the total number of schools in operation increased from 1,510 to 2,588. "But," adds the Superintendent-General, "notwithstanding the immense preponderance of the coloured people, they have had but a small share in the advantage resulting from the progressive movement, for of the 1,078 additional schools, 780 are appropriated to the white population." But it will be seen that alike in 1898 and 1899 the figures are characterised by a considerable increase in the number of schools for coloured children.

The following table shows the numbers of schools which lapsed in the four years 1896-9:—

In 1896	the number of schools closed was	390
„ 1897	„ „	309
„ 1898	„ „	293
„ 1899	„ „	340

Of the 340 schools which lapsed in 1899, 186 were farm schools, 68 third class public schools 41 poor schools, 26 mission schools, and 15 aborigines schools.

School Libraries.—Efforts have been made by the Department to encourage the establishment of school libraries. In the years 1898 and 1899 the movement for the formation of these libraries made unexpectedly good progress. In December 1898 there were 157 libraries in existence, an increase of about 28 per cent. on the total reached in the previous year; in December 1899, 205 libraries, or an increase of 30·5 per cent.

The Superintendent-General reports on this subject:—" Of the seventy-seven schools of the first class there are still eleven which are in this respect defective." "The managers of some schools, and perhaps to a greater extent the principals of them, are unquestionably neglecting an important part of their duty to the young people placed under their charge. It is pleasing to report that, as the result of a circular letter from the Department directing attention to the cheap edition of the 'Encyclopædia Britannica,' and offering to pay half the cost of it, as many as thirty-five of these schools provided themselves in 1898 with a copy of this valuable work."

IV. School Curricula.

(a) Syllabus of the Elementary School Course.

[Pupils may take their Standards either in English or in Dutch. If both English and Dutch be taken, only the half of the English and the half of the Dutch Reading Book need be prepared.

Besides the ordinary Reading Book for each Standard, a special Reading Book (say) on Geography, History, or Science will be found very helpful. The copies of the latter book need not belong to the pupils, but to the school.

To pupils who pass in Standard VII. a certificate is awarded by the Department.]

SUB-STANDARD B.

Reading. To read with* ease from a Primer containing sentences composed of monosyllabic words.

*Writing and Spelling. To write on slate between lines simple words from the Infant Reader. To write the figures 1 to 9.

Arithmetic. (1) *Written.* Reading and writing of number of not more than two figures. (2) *Mental.* Addition of 2, 3, and 4 to numbers not greater than 36. Subtraction of 2, 3, and 4 from such numbers. Multiplication and division not involving any number greater than 12.

Needlework. Drills. Simple hemming with coloured cottons. The knitting stitch.

†Drawing. Horizontal and perpendicular lines, leading to figures and patterns drawn on slates ruled in squares.

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* The style of handwriting approved by the Department is that sometimes known as "Semi-upright," and is exemplified in Ramage's *Systematic Handwriting*, and in Philips' *Semi-upright*, Nelson's *Royal*, Chambers' *Government Hand*, Collins' *New Graphic*, Vere Foster's *Medium*, and other Copy Books.

† In connection with Drawing in this and other Standards, attention is particularly directed to I. H. Morris's *The Teaching of Drawing*.

STANDARD I.

Reading. To read intelligently from a Standard I. Reading Book.

Recitation. To repeat 12 lines of simple verse, with knowledge of the meaning.

Writing and Spelling. To write on slate a line, containing at least one capital letter, dictated word by word from the Reading Book. To show a finished copy-book in large hand, containing at least one page of figures.

Arithmetic. (1) *Written.* Reading and writing numbers of not more than four figures. Addition of five numbers of not more than three figures; subtraction of one such number from another. (2) *Mental.* Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 25.

Needlework. Hemming: sew and fell seam. A simple article of use, in which only hemming and seaming are needed. Some simple knitted article.

Drawing. As for Sub-Standard, on slates or on paper, with slanting lines in addition.

STANDARD II.

Reading. To read intelligently from a Standard II. Reading Book.

Recitation. To repeat 20 lines of poetry, with knowledge of the meaning.

Writing and Spelling. To write on slate three lines dictated phrase by phrase from the Reading Book. To show a finished copy-book, in large hand and medium hand, containing at least one page of figures.

Arithmetic. (1) *Written.* Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another, multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen. (2) *Mental.* Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 100.

Geography. To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the schoolroom; to be familiar with a plan of the immediate neighbourhood of the school.

Needlework. The work of the previous Standard, with greater skill. Any garment or other useful article as for St. I. Knitting, with two needles, plain and purled, *e.g.*, cuffs.

Drawing. More difficult figures and patterns on paper, involving horizontal, perpendicular, and slanting lines.

STANDARD III.

Reading. To read intelligently from a Standard III. reading book.

RECITATION. To repeat 32 lines of poetry with knowledge of the meaning.

WRITING AND SPELLING. To write on slate six lines dictated from the Reading Book, and ten other words selected from a single page of the same. To show a finished copy-book containing large hand, medium hand, and small hand, having at leas one page of figures.

ARITHMETIC. (1) *Written.* Addition, subtraction, multiplication, and division of whole numbers and sums of money. (2) *Mental.* The same as the written work. Use of the fact that 1d. per unit is the same as 1s. per dozen, and of similar facts. Knowledge of the relations between the common weights and measures, with easy exercises. *Tables of Weights and Measures.* Ounce, pound, cwt., ton; inch, foot, yard, mile; sq. inch, sq. foot, sq. yd.; pint, gallon; second, minute, hour, day.

GRAMMAR. To tell the *subject* and *predicate* of a simple sentence To point out *nouns, verbs, adjectives,* and *adverbs.*

GEOGRAPHY. To know the mode of representing on a map the different surface features; to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.

NEEDLEWORK. Work of previous Standards. Stitching, feather-stitching and herring-boning on canvas and other suitable material. A single garment. Use of four needles in knitting.

DRAWING. Drawing up to Standard I. in *Morris's* book.

STANDARD IV.

READING. To read fluently and intelligently from a Standard IV. Reading Book, for an ordinary narrative from any other source.

RECITATION. To recite 40 lines of poetry, with knowledge of the meaning and allusions.

WRITING AND SPELLING. To write on slate or paper six lines dictated from the Reading Book, and fifteen other words selected from a single page of the same. To show a finished copy-book in medium hand and small hand, containing at least one page of figures.

ARITHMETIC. (1) *Written.* Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises. (2) *Mental.* The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths). *Tables of Weights and Measures.* Dram, ounce, pound, quarter, cwt., ton; Cape cwt., Cape ton; inch, foot, yard, pole, furlong, mile; square inch, square foot. square yard, square pole, rood, acre, square mile; Cape sq. foot, Cape sq. rood, morgen, acre; cubic inch, cubic foot, cubic yard; gill, pint, quart, gallon, bushel; anker, half-aum, leaguer; bushel, quart; bushel, muid; second, minute, hour, day, week, month, year.

Grammar. To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection of nouns and verbs. To correct grammatical errors in a simple sentence.

Composition. To reproduce, after hearing it read twice, a simple story of about 10 lines in length.

Geography. The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.

Needlework. Button-holing on canvas. Tapes for fastening, for hanging, and for strengthening an opening. Run and fell seam. Gathering and setting in. A finished garment. Some useful knitted article.

Drawing. Drawing up to Standard II. in *Morris's* Book.

STANDARD V.

Reading. To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.

Recitation. To recite 60 lines of poetry, with knowledge of meaning and allusions.

Writing and Spelling. To write on paper to dictation 30 words selected from three consecutive pages of the Reading Book. To show a finished copy-book and a home-exercise book.

Arithmetic. (1) *Writen.* General notation for fractions, and the usual operations with fractions expressed in this notations. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts. (2) *Mental.* The same as the written work, with special attention to exercises regarding *tenths, hundredths, thousandths,* &c.

Grammar. To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.

Composition. To reproduce, after hearing it read twice, a short narrative.

Geography. The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers and their basins. chief states or territorial divisions and their capitals; situations and chief industries of towns over 250,000 inhabitants, commercial relations with Cape Colony. Map drawing from memory.

History. English: the period 1066—1485. Cape Colony: the early period up to 1820.

Needlework. (*a*) *Making and Stitching.* Hemming, gathering, setting in and seaming as for underlinen, pinafores, and other outside garments and frocks: an untrimmed garment applying above processes. (*b*) *Mending.* Patching in flannel (herring-bone stitch), plain darning as for thin places on

stocking-web. (*c*) *Knitting.* A simple-knitted garment. (*d*) *Cutting-out.* Flat patterns of a chemise and a pinafore for a child.

*WOODWORK. (1) *Practical Woodworking*: Exercises 1-10 of Young's *Working Diagrams for Manual Training.* (2) *Drawing (full size)*: (*a*) Projection of rectangular solids: (*b*) The plans and elevations of the exercises of the year; (*c*) Simple isometric drawing. (3) *Theory*: (*a*) To name a few common kinds of hard and of soft wood and to tell where they are chiefly grown; (*b*) The construction and use of the tools required in the exercises for the year.

DRAWING Freehand and geometrical drawing up to Standard III. in *Morris's* Book.

STANDARD VI.

READING. To read fluently and intelligently from a Standard VI. Reading Book, or a prose dialogue from any standard author.

RECITATION. To recite eighty lines of poetry, with knowledge of meanings and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from the Reading Book. To show home-exercise books.

ARITHMETIC. (1) *Written.* Short notation for decimal fractions and the usual operations with fractions expressed in this notation. Calculation of percentages, including interest. Mensuration of rectangular surfaces and solids. (2) *Mental.* The same as the written work.

GRAMMAR. To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors in a similar sentence. To tell the meanings and use of the principal prefixes and suffixes.

COMPOSITION. To describe some familiar natural object, or write a business letter, the general scope of which is given.

GEOGRAPHY. Climate, Winds, Rainfall. The remaining continents, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations, and chief industries of towns having over 200,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory,

HISTORY. English: the period 1485–1688. Cape Colony: the period 1820 up to present time.

NEEDLEWORK. (*a*) *Making and Stitching.* Work of previous year, button-holing and sewing on of buttons, a single garment

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* In connection with Woodwork in this and other standards, attention is particularly directed to C. S. Young's *Manual Training for the Standards.*

to be cut out by maker. (*b*) *Mending.* Plain darning of a hole on stocking-web. (*c*) *Knitting.* A simple knitted garment. (*d*) *Cutting-out.* Flat pattern of a baby's first shirt, drawers for a child, and garments set in previous year.

WOODWORK. (1) *Practical Wood-working:* Exercises 11–20 of Young's *Working Diagrams for Manual Training.* (2) *Drawing* (full size or to a larger scale): (*a*) Simple solids in plan, elevation, and section; (*b*) Construction of plain scales; (*c*) The plans, elevations, and sections of the exercises for the year; (*d*) Isometric drawing. (3) *Theory.* (*a*) The felling, seasoning, and uses of the common varieties of hard and soft woods; (*b*) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical (scale) drawing up to Standard IV. in *Morris's* books.

STANDARD VII.

[Upon passing which the Department awards a certificate,]

READING. To read fluently and intelligently a dialogue in blank verse from any standard author.

RECITATION. To recite 100 lines of verse from a standard dramatic author, with knowledge of meanings and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from a work of any well-known modern author. To show home-exercise books.

ARITHMETIC. (1) *Written.* Practical applications connected with Interest (Simple and Compound), Profit and Loss, Discount, Stocks, Mensuration of the triangle and circle. (2) *Mental.* The same as the written work.

GRAMMAR. Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the common and more important roots.

COMPOSITION. To write an essay, of about thirty lines in length, on one of three given subjects.

GEOGRAPHY. The chief Ocean Currents. The British Isles, British Colonies and Dependencies in greater detail. Geographical distribution of the principal commercial products.

HISTORY. English: the period 1066—1688. Cape Colony: the entire period.

NEEDLEWORK. (*a*) *Making and Stitching.* Work of previous years, tucks, gussets, and garments showing stitches of this and previous years, to be cut out by maker. (*b*) *Mending.* Patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear). (*c*) *Knitting.* Any ordinary gar-

ment. (*d*) *Cutting-out.* Flat pattern of garment made for the year, of pattern set for the previous years, of chemise for an adult, and of night-dress for an adult.

WOODWORK. (1) *Practical Woodworking.* (*a*) Exercises 21–32 of Young's *Working Diagrams for Manual Training;* (*b*) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron. (2) *Drawing* (to scale): (*a*) More difficult examples in orthographic and isometric projection; (*b*) The plans, elevations, sections, and isometric projections of the exercises for the year. (3) *Theory:* (*a*) The growth, felling, seasoning, and uses of the common varieties of hard and soft woods; (*b*) The use of nails, screws, and glue; (*c*) The construction and use of the ordinary wood-working tools.

DRAWING. Free and geometrical and model drawing up to Standard V. in *Morris's* book.

In 1898 and 1899 there were respectively 109,912 and 121,827 pupils present at inspection, and after examination they were classified as follows:—

—	1898.		1899.	
	—	Percentage of Total.	—	Percentage of Total.
Sub-Standard	52,854	48·08	58,876	48·33
Standard I.	16,491	15·00	17,746	14·56
II.	14,861	13·52	16,178	13·28
III.	10,421	9·48	11,555	9·49
IV.	7,155	6·51	7,860	6·45
V.	3,571	3·25	4,290	3·52
VI.	1,959	1·78	2,084	1·71
VII.	673	·61	866	·71
Ex-Standard	390	·36	484	·39
Unclassified	1,537	1·39	1,888	1·54

The large number of pupils below Standard I. was due partly to the large increase in the number of new schools started during the two years, and partly to the increase of Kindergarten schools among the white population. A more satisfactory test of progress is that afforded by a comparison of the numbers of pupils in the upper standards. Thus the percentage of pupils above Standard IV. was in—

1895.	1896.	1897.	1898.	1899.
5·82	6·68	7·04	7·39	7·87

The interest taken in Manual Occupations is well borne out by the reports on the work of the schools in this department in 1897-9:—

Boys' Handiwork.—Very fair progress continues to be made in the teaching of handiwork to boys. The following are the figures for the past five years:—

Year.	No. of Schools.	No. of Pupils taught.
1895	34	1,063
1896	42	1,443
1897	47	1,775
1898	—	2,260
1899	—	2,292

Of the 2,292 pupils under instruction in 1899, 837 presented themselves for examination in December, with, on the whole, very satisfactory results. The percentage of pupils presenting themselves for examination is regarded as still much too low, but in 1899 the character of the instruction is reported to have been much improved. The results of the examination were:—

—	1st Grade Certificate.	2nd Grade Certificate.	Total.
First Woodwork Standard	61	280	341
Second " "	56	116	172
Third " "	24	47	71
Totals	141	343	584
The corresponding numbers for the preceding year were	138	487	625

Girls' Handiwork.—Still greater progress is noted in the teaching of Needlework to Girls. Over 4,000 more girls have been under instruction than was the case a year ago. The figures for the two years are:—

Year.	No. of Schools.	No of Pupils taught.
1898	1,511	43,320
1899	1,628	47,912

In the report for 1899, remarkable figures are given showing the progress in Vocal Music, to the neglect of which Dr. Muir

drew special attention in his first report in 1892. The following are the statistics for the three years 1897–9.

—	Number of Schools in which Vocal Music was taught.	Number of Pupils Taught Vocal Music.
1897	771	46,249
1898	936	58,689
1899	1,209	96,183

Gratifying progress is also reported in Drawing—a subject formerly much neglected. In 1899 it was taught in 612 schools to 29,115 pupils. There has also been an increase in the number of well equipped laboratories for teaching Chemistry and Physics.

(*β*) SYLLABUS OF THE HIGH SCHOOL COURSE (1899).

[Pupils may take their standards either in English or in Dutch. If both English and Dutch be taken, only the half of the English and the half of the Dutch Reading Book need be prepared.

Besides the ordinary Reading Book for each standard, a special Reading Book (say) on geography, history, or science will be found very helpful. The copies of the latter book need not belong to the pupils, but to the school.]

SUB-STANDARD B.

READING. To read with ease from an Infant Reader containing sentences composed of monosyllabic words.

* WRITING AND SPELLING. To write on slates between lines simple words from the Infant Reader. To write the figures 1 to 9.

ARITHMETIC. (1) *Written.* Reading and writing of numbers of not more than two figures. (2) *Mental.* Addition of 2, 3, and 4 to numbers not greater than 36. Subtraction of 2, 3, and 4 from such numbers. Multiplication and division not involving any number greater than 12.

NEEDLEWORK. Drills. Simple hemming with coloured cottons. The knitting stitch.

† DRAWING. Horizontal and perpendicular lines, leading to figures and patterns drawn on slates ruled in squares.

STANDARD I.

READING. To read intelligently from a Standard I. Reading Book.

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* The style of handwriting approved by the Department is that sometimes known as "Semi-upright," and is exemplified in Ramage's *Systematic Handwriting*; Philips' *Semi-upright*, Nelson's *Royal*, Chambers' *Government Hand*, Collins' *New Graphic*, Vere Foster's *Medium* Copy Books and others.

† In connection with Drawing in this and other Standards, attention is particularly directed to I. H. Morris's *The Teaching of Drawing*.

RECITATION. To repeat 12 lines of simple verse, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate a line, containing at least one capital letter, dictated word by word from the Reading Book. To show a finished copy-book in large hand, containing at least one page of figures.

ARITHMETIC. (1) *Written.* Reading and writing numbers of not more than four figures. Addition of five numbers of not more than three figures; subtraction of one such number from another. (2) *Mental.* Exercises in addition, subtraction, mulplication, and division, not involving acquaintance with any number above 25.

NEEDLEWORK. Hemming: sew and fell seam. A simple article of use, in which only hemming and seaming are needed. Some simple knitted article.

DRAWING. As for Sub-Standard, on slates or on paper, with slanting lines in addition.

STANDARD II.

READING. To read intelligently from a Standard II. Reading Book.

RECITATION. To repeat 20 lines of poetry, with knowledge of the meaning.

WRITING AND SPELLING. To write on slate three lines dictated phrase by phrase from the Reading Book. To show a finished copy-book, in large hand and medium hand, containing at least one page of figures.

ARITHMETIC. (1) *Written.* Reading and writing of numbers of not more than seven figures. Addition of six numbers of not more than six figures, subtraction of one such number from another, multiplication of any two numbers whose product contains not more than seven figures, and division of such a number by any number under thirteen. (2) *Mental.* Exercises in addition, subtraction, multiplication, and division, not involving acquaintance with any number above 100.

GEOGRAPHY. To know the chief natural features of the country in the vicinity of the school; to know the cardinal points; to draw a plan of the schoolroom: to be familiar with a plan of the immediate neighbourhood of the school.

NEEDLEWORK. The work of the previous Standard, with greater skill. Any garment or other useful article as for St. I. Knitting, with two needles, plain and purled, *e.g.*, cuffs.

DRAWING. More difficult figures and patterns on paper involving horizontal, perpendicular and slanting lines.

STANDARD III.

READING. To read intelligently from a Standard III. Reading Book.

RECITATION. To repeat 32 lines of poetry with knowledge of the meaning.

WRITING AND SPELLING. To write on slate six lines dictated from the Reading Book, and ten other words selected from a

single page of the same. To show a finished copy-book containing large hand, medium hand, and small hand, having at least one page of figures.

ARITHMETIC. (1) *Written.* Addition, subtraction, multiplication, and division of whole numbers and sums of money. (2) *Mental.* The same as the written work. Use of the fact that 1d. per unit is the same as 1s. per dozen, and of similar facts. Knowledge of the relations between the common weights and measures, with easy exercises. *Tables of Weights and Measures.* Ounce, pound, cwt., ton; inch, foot, yard, mile; sq. inch, sq. ft., sq. yd.; pint, quart, gallon; second, minute, hour, day.

GRAMMAR. To tell the *subject* and *predicate* of a simple sentence. To point out *nouns, verbs, adjectives,* and *adverbs.*

GEOGRAPHY. To know the mode of representing on a map the different surface features: to be familiar with a map of the Division in which the school is situated, and with the position of the Division on the map of the Colony.

NEEDLEWORK. Work of previous Standards. Stitching, feather-stitching and herring-boning on canvas and other suitable material. A single garment. Use of four needles in knitting.

DRAWING. Drawing up to Standard I. in Morris's book.

STANDARD IV.

READING. To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.

RECITATION. To recite 40 lines of poetry, with knowledge of the meaning and allusions.

WRITING AND SPELLING. To write on slate or paper six lines dictated from the Reading Book, and fifteen other words selected from a single page of the same. To show a finished copy-book in medium hand and small hand, containing at least one page of figures.

ARITHMETIC (1) *Written.* Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises. (2) *Mental.* The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths). *Tables of Weights and Measures.* Dram, ounce, pound, quarter, cwt., ton; Cape cwt., Cape ton; inch, foot, yard, pole, furlong, mile; square inch, square foot, square yard, square pole, rood, acre, square mile; Cape sq. ft., Cape sq. rood, morgen, acre; cubic inch, cubic foot, cubic yard; gill, pint, quart, gallon, bushel; anker, half-aum, leaguer; bushel, quarter; bushel, muid; second, minute, hour, day, week, month, year.

GRAMMAR. To analyse a simple sentence, and to tell the grammatical names of the words in it. To know the inflection

of nouns and verbs. To correct grammatical errors in a simple sentence.

COMPOSITION. To reproduce, after hearing it read twice, a simple story of about 10 lines in length.

GEOGRAPHY. The form of the Earth; Day and Night; Latitude and Longitude. To know the map of the Cape Colony, including features of coastline, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory. Position of South Africa on the Globe. Names and situations of the various continents and oceans.

NEEDLEWORK. Button-holing on canvas. Tapes for fastening, for hanging, and for strengthening an opening. Run and fell seam. Gathering and setting in. A finished garment. Some useful knitted article.

DRAWING. Drawing up to Standard II. in Morris's Book.

STANDARD V.

READING. To read fluently and intelligently from a Standard V. Reading Book, or a passage from any standard historical author.

RECITATION. To recite 60 lines of poetry, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from three consecutive pages of the Reading Book. To show a finished copy-book and a home-exercise book.

ARITHMETIC. (1) *Written.* General notation for fractions, and the usual operations with fractions expressed in this notation. More difficult "Proportion" and "Practice" exercises. Making out of tradesmen's accounts. (2) *Mental.* The same as the written work, with special attention to exercises regarding *tenths, hundredths, thousandths,* &c.

GRAMMAR. To analyse an easy sentence containing one subordinate clause, and to parse fully the words in it. To correct grammatical errors in a similar sentence.

COMPOSITION. To reproduce, after hearing it read twice, a short narrative.

LATIN (or a Modern Language). Introductory instruction. *This subject will not be specially examined.*

GEOGRAPHY. The Seasons. Africa and Europe, including features of coastline, chief mountain ranges, chief rivers, and their basins, chief states or territorial divisions and their capitals: situations and chief industries of towns having over 250,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1066—1485. Cape Colony: the early period up to 1820.

NEEDLEWORK. (*a*) *Making and Stitching.* Hemming, gathering, and setting in and seaming as for underlinen, pinafores and

other outside garments, and frocks; an untrimmed garment applying above processes. (*b*) *Mending.* Patching in flannel (herring-bone stitch), plain darning as for thin places on stocking-web (*c*) *Knitting.* A simple-knitted garment. (*d*) *Cutting out.* Flat patterns of a chemise and a pinafore for a child.

*WOODWORK. (1) *Practical Woodworking*: Exercises 1–10 of Young's *Working Diagrams for Manual Training.* (2) *Drawing (full size)*: (*a*) Projection of simple rectangular solids; (*b*) The plans and elevations of the exercises for the year. (*c*) Simple isometric drawing. (3) *Theory*: (*a*) To name a few common kinds of hard and of soft wood, and to tell where they are chiefly grown; (*b*) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical drawing up to Standard III. in Morris's book.

HIGH SCHOOL STANDARD A.

READING. To read fluently and intelligently from a Standard VI. Reading Book, or a prose dialogue from any standard author.

RECITATION. To recite 80 lines of poetry from a standard author, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from the Reading Book. To show home-exercise books.

GRAMMAR. To analyse a complex prose sentence containing at least two subordinate clauses, one of which may be subordinate to the other, and to parse the words in it. To correct grammatical errors, in a similar sentence. To tell the meaning and use of the principal prefixes and suffixes.

COMPOSITION. To describe some familiar natural object, or write a business letter, the general scope of which is given.

GEOGRAPHY. Climate, Winds, Rainfall. North and South America, Asia, Australasia, including features of coastline, chief mountain ranges, chief rivers and their basins, chief states and their capitals, situations and chief industries of towns having over 200,000 inhabitants; commercial relations with Cape Colony. Map drawing from memory.

HISTORY. English: the period 1485–1688. Cape Colony: The period 1820 up to the present time. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Historical Reader is recommended.*

LATIN (or a Modern Language). Elementary Accidence up to and including the indicative mood of the active and passive voices of regular verbs, with easy corresponding exercises in translation into and from English. (Any text-book similar to Macmillan's Latin Course, Part I., will indicate the range.)

MODERN LANGUAGE (or Latin). An ordinary first year's course

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* In connection with Woodwork in this and other Standards, attention is particularly directed to C. S. Young's *Manual Training for the Standards.*

in Elementary Grammar and Translation, practice being given in reading and in writing to dictation. (Any text-book similar to Macmillan's First Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. (1) *Written.* Short notation for decimal fractions and the usual operations with fractions expressed in this notation. Calculation of percentages, including interest. Mensuration of rectangular surfaces and solids. (2) *Mental.* The same as the written work.

MATHEMATICS. Introductory instruction. *This subject will not be examined.*

NEEDLEWORK. (*a*) *Making and Stitching.* Work of previous year, button-holing and sewing on of buttons, a simple garment to be cut out by maker. (*b*) *Mending.* Plain darning of a hole on stocking-web. (*c*) *Knitting.* A simple knitted garment. (*d*) *Cutting out.* Flat pattern of a baby's first shirt, drawers for a child, and garments set for Standard V.

WOODWORK. (1). *Practical Woodworking*: Exercise 11–20 of Young's *Working Diagrams for Manual Training.* (2) *Drawing (full size or to a larger scale)*: (*a*) Simple solids in plan, elevation, and section; (*b*) Construction of plain scales; (*c*) The plans, elevations, and sections of the exercises for the year; (*d*) Isometric drawing. (3) *Theory*: (*a*) The felling, seasoning, and uses of the common varieties of hard and soft woods; (*b*) The construction and use of the tools required in the exercises for the year.

DRAWING. Freehand and geometrical (scale) drawing up to Standard IV. in Morris's Book.

HIGH SCHOOL STANDARD B.

READING. To read fluently and intelligently a dialogue in blank verse from any standard author.

RECITATION. To recite 100 lines of verse from a standard dramatic author, with knowledge of meaning and allusions.

WRITING AND SPELLING. To write on paper to dictation thirty words selected from a work of any well-known modern author. To show home-exercise books.

GRAMMAR. Analysis and parsing; rules of syntax; correction of grammatical errors; word-formation from the more common and important roots.

COMPOSITION. To write an essay, of about 30 lines in length on one of three given subjects.

GEOGRAPHY. The chief Ocean Currents. The British Isles; British Colonies and Dependencies in greater detail; Geographical distribution of the principal commercial products. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Geographical Reader is recommended.*

HISTORY. English: the period 1066-1688. Cape Colony: the entire period. *Pupils will not be individually examined in this subject. In addition to the ordinary text-book, the use of a Historical Reader is recommended.*

LATIN (or a Modern Language). All elementary Accidence beyond the previous stage, with easy corresponding exercises in Translation into and from English. (Any text-book similar to Macmillan's Latin Course, Part II., will indicate the range.)

MODERN LANGUAGE (or Latin). An ordinary second year's course in Elementary Accidence and Translation, practice being given in reading, and in writing to dictation. (Any text-book similar to Macmillan's Second Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. (1) *Written.* Practical applications connected with Interest (Simple and Compound), Profit and Loss, Discount, Stocks, Mensuration of the triangle and circle. (2) *Mental.* The same as the written work.

MATHEMATICS. (1) *Algebra.* Addition, subtraction, multiplication, division. Resolution into factors. Solution of Equations of the first degree in one variable, and easy problems leading to such equations. (2) *Geometry.* Euclid Book I. 1-26, with questions on the subject matter and easy exercises.

NEEDLEWORK. (*a*) *Making and Stitching.* Work of previous year, tucks, gussets, and garments showing stitches of this and previous years, to be cut out by maker. (*b*) *Mending.* Patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear). (*c*) *Knitting.* Any ordinary garment. (*d*) *Cutting-out.* Flat pattern of garment made for the year, of pattern set for previous year, of chemise for an adult, and of nightdress for an adult.

WOODWORK. (1) *Practical Woodworking:* (*a*) Exercises 21-32 of Young's *Working Diagrams for Manual Training;* (*b*) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron. (2) *Drawing* (*to scale*): (*a*) More difficult examples in orthographic and isometric projection; (*b*) The plans, elevations, sections and isometric projections of the exercises of the year. (3) *Theory*: (*a*) The growth of the common varieties of hard and soft woods; (*b*) The uses of nails screws and glue; (*c*) The construction and use of the ordinary woodworking tools.

DRAWING. Freehand, geometrical and model drawing up to Standard V. in Morris's Book.

HIGH SCHOOL STANDARD C.

RECITATION. To recite 120 lines from a standard dramatic author, with knowledge of allusions and meaning.

WRITING TO DICTATION. To write with correct punctuation a continuous passage of eight lines dictated from a standard modern prose book, also twelve difficult words selected from the same.

GRAMMAR. Analysis of a complex sentence from a standard dramatic poet, together with revisal of work of previous years.

COMPOSITION. Paraphrasing of a passage in verse, and revisal of the work of previous years.

LATIN (or a Second Modern Language). Accidence, simple syntax, parsing and analysis of easy sentences from the Latin

Reading Book used in class. Translation of detached sentences from and into English.

MODERN LANGUAGE. An ordinary third year's course in Elementary Grammar and Translation, practice being given in reading and writing to dictation. Recitation of 30 lines of modern poetry.

SECOND MODERN LANGUAGE (or Latin). An ordinary first year's course in Elementary Grammar and Translation, practice being given in reading and in writing to dictation. (Any text-book similar to Macmillan's First Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. Revisal of the work of the previous years, with extraction of square and cube roots, and roots depending upon these.

MATHEMATICS. (1) *Algebra*: Involution and evolution. Highest common factor and lowest common multiple. Fractions. Solution of equations of the first degree in one and two variables. (2) *Geometry*: Euclid, Book I. and Book III., 1-12, with questions on the subject matter and easy exercises.

SCIENCE. One of the following:—

(*a*) *Agriculture*: Mills and Shaw's First Principles of Agriculture will indicate the range.

(*b*) *Botany*: Edmonds and Marloth's Elementary Botany for South Africa (Longman's) will indicate the range.

(*c*) *Chemistry*: W. S. Furneaux's Elementary Chemistry (Longman's), the Inorganic part only, will indicate the range.

(*d*) *Domestic Economy*: Nelson's Domestic Economy for Teachers, omitting Section IV., will indicate the range.

(*e*) *Physics*: Mark Wright's Elementary Physics (Longman's) will indicate the range.

HIGH SCHOOL STANDARD D.

RECITATION. To recite 150 lines from the poetical work set for the University matriculation examination.

SPELLING. To write out correctly a passage containing errors in spelling and punctuation.

GRAMMAR. Revisal of the work of previous years.

COMPOSITION. Correction of errors in composition: paraphrasing, essay writing. For the essay, pupils will be required to select one of three given subjects chosen from the prose and poetical works set for the University matriculation examination. The essay should occupy not less than one, and not more than two pages of foolscap.

LITERATURE. The works set for the University matriculation examination.

LATIN (or a Second Modern Language). Translation into English of work set for the University matriculation examination, with study of special points of grammar involved. Accidence, simple syntax, parsing and analysis of sentences. Translating from and into English, detached sentences and continuous prose passages.

MODERN LANGUAGE. Writing to dictation. Recitation of thirty lines of modern poetry with knowledge of allusions. Accidence, simple syntax, parsing and analysis of sentences. Translating into English and from English detached sentences and continuous prose passage.

SECOND MODERN LANGUAGE (or Latin). An ordinary second year's course in elementary grammar and translation, practice being given in reading, and in writing to dictation. (Any text-book similar to Macmillan's Second Year's Course in French, for example, will indicate the range of examination.)

ARITHMETIC. Revisal of the work of previous years, with special attention to problems.

MATHEMATICS. (1) *Algebra.* Addition, subtraction, multiplication and division. Involution and evolution. Resolution into factors; highest common factor; lowest common multiple. Fractions. Solution of equations of the first degree in one, two and three variables. Solution of equations of the second degree in one variable, and simple cases in two variables. Easy problems leading to such equations. (2) *Geometry.* Euclid Books I., II. and III., with simple deductions, and questions on the subject matter.

SCIENCE. Any one of the science subjects specified in Appendix I., immediately following, the scope being as there indicated.

APPENDIX I.

Optional Subjects.

Particulars are given below regarding the requirements in the optional subjects of the University Matriculation Examination. These may be considered as attached to High School Standard D. A pupil may be presented for examination in one of the following optional subjects (the science subject chosen from among them to complete the requirements of Standard D. not being reckoned):—

I. GREEK. Translation into English of passages from set work, with questions on the subject-matter of the same, and questions on special points of grammar involved in the passages to be translated. Accidence, Simple Syntax, and Parsing. Translation into English of (*a*) some detached sentences, and (*b*) a simple continuous prose passage from a work not prescribed; Translation from English into Greek of some detached sentences.

II. HISTORY. The General History of Modern Europe from 1517 to 1815. No text-book is recommended. The chapters of Lord's *Modern Europe* which cover the period specified will to a certain extent be a guide for the student. The following details will more clearly indicate the range of examination:—

The Reformation and its effects on matters political:

The Papacy in the early days of the 16th century. Luther and Zwingli. The monarchy of the Emperor Charles V. and his struggles against France and Turkey. Charles and the Protestants. The league and war of Schmalkalden. Maurice of Saxony and the peace of 1555. The Reformation in England and in the Northern Kingdoms of Europe. Philip II. and the Spanish monarchy. The Council of Trent and the Jesuits. Calvinism. Wars of religion in France, and struggle for liberty in the Netherlands. Catherine de Medici; Elizabeth of England. The Catholic league in France and Henry IV.

Catholics and Protestants in Germany after 1555. Henry IV.'s policy and death. The Thirty Years' War: Gustavus Adolphus, Richelieu, Mazarin. Peace of Westphalia. England under the first two Stuarts.

Supremacy over Europe and balance of power:

Cromwell and restoration of the Stuarts. Louis XIV. of France; his views and his aims. His war with the Netherlands; coalition against him. William III. of England. The war of the Spanish succession. Charles XII. of Sweden and Peter the Great of Russia. Rise of the Russian power.

More wars of succession. Frederick II. of Prussia. England's power in India. The Seven Years' War.

Political reformers on European thrones. Partition of Poland. Suppression of the Order of the Jesuits. American independence.

Struggles for political liberty:

Characteristic tendencies of the 18th century. Influence of English ideas, both political and philosophical. Montesquieu, Voltaire, J. J. Rousseau. Beginning of the French Revolution. Coalition against it and fall of the French Monarchy. The Reign of Terror.

Napoleon Bonaparte: his triumphs as a general; gets the better of the Revolution, but gives effect to its ideas. Peace of Amiens. The Empire and the coalitions against it. Napoleon's fall and the Congress of Vienna. Waterloo.

III. A Third Modern Language.

IV. Elementary Physics.

(*a*) Mensuration, Mechanics, Hydrostatics, and Properties of Matter, treated experimentally as on pp. 1–134 of Gregory's Exercise Book of *Elementary Practical Physics* (Macmillan & Co.).

(*b*) *Heat*: Heat and temperature; thermometers. Expansion of solids, liquids, and gases. Heat as a measurable quantity; specific heat. Latent heat; fusion; vaporisation. Transmission of heat.

(*c*) *Sound*: Production and speed of sound. Transmission of sound; wave motion; intensity and reflection of sound. Musical sounds; pitch; intensity; quality.

(*d*) *Light*: Rectilinear propagation of light; shadows. Reflection of light; mirrors. Refraction of light; lenses. Colour.

(*e*) *Magnetism*: Magnetic induction. Terrestrial magnetism.

(*f*) *Frictional Electricity*: Attraction and repulsion. Induction. Potential. Machines.

(*g*) *Voltaic Electricity*: The voltaic battery. The current; the galvanometer. Electrolysis. Electro-magnets.

Wright's *Elementary Physics* (Longmans & Co.) will indicate the range of examination in the subjects (*b*)—(*g*).

V. Elementary Chemistry.

Metrical system of weights and measures; thermometric scales: change of volume of gases under different pressures and at different temperatures; Avogadro's law; specific gravity of solids and liquids; spectroscope; chemical balance; electrolysis.

Elements, compounds, mixtures, alloys, solutions. Laws of combination by weight and by volume. Atomic weight, molecular weight; equivalent weight; calculations from simple equations. Classification of the elements; Periodic Law, with illustrations. Classification of oxides. General nature of acids, salts, and bases.

Occurrence, preparations, properties, and tests of:
Oxygen, hydrogen, water, hydric dioxide, ozone, nitrogen, ammonia, compounds of nitrogen with oxygen, nitric acid, nitrous acid, chlorine, hydrochloric acid, bromine, hydro-bromic acid, iodine, hydriodic acid, fluorine, hydrofluoric acid, sulphur, sulphurous oxide, sulphuric oxide, sulphurous acid, sulphuric acid, sulphuretted hydrogen, carbonic monoxide, carbonic dioxide, methyl hydride, ethylene coal-gas, cyanogen, carbonic disulphide, boron, boracic acid, silicon, silicic dioxide, silicic fluoride, silicates, phosphorus, phosphorus oxide, phosphoric oxide, orthophosphoric acid, and its relation to pyrophosphoric acid and metaphosphoric acid.

The following metals and their most common compounds: Potassium, sodium, magnesium, calcium, barium, zinc, manganese, chromium, iron, aluminium, cobalt, nickel, silver, copper, lead, mercury, arsenic, antimony, tin, gold, and platinum.

Nature of combustion, structure and properties of flame. Oxidation and reduction. Chemical constitution of the atmosphere and its relation to animal and plant life. Bleaching by chlorine, sulphurous oxide, and hydric dioxide. Composition of soap, mortars, cement. Composition of common alloys. Composition of starch, sugars, alcohol, acetic acid, tartaric acid, oxalic acid, vegetable and animal oil.

Any work on Elementary Chemistry, such as (*a*) Roscoe's *Lessons*, or (*b*) Remsen's *Elements of Chemistry* and Turpin's *Practical Inorganic Chemistry* (combined), will indicate the range of the examination in the subjects specified above.

VI. Elementary Botany.

(*a*) Flowering plants; structure of the seed. Cell structure. Cell growth Shape, formation, and tissues. Germination; root growth, structure, and functions. Development of the plumule; formation, structure, and functions of the stem. Buds and ramification. Structure and functions of leaves. Bracts and inflorescence. Structure and functions of parts of the flower. Fruit and seed. Movement of water in the plant tissues. Influence of heat and light upon growth. Irritability of plants.

(*b*) Characters of the following Natural Orders: amaryllidaceæ, campanulaceæ, caryophyllacéæ, compositæ, crassulaceæ, cruciferæ, ericaceæ, geraniaceæ, graminaceæ, iridaceæ, labiatæ, leguminosæ, liliaceæ, malvaceæ, orchidaceæ, proteaceæ, rutaceæ, scrophulariaceæ, thymelaceæ, umbelliferæ.

(*c*) Description of a flowering plant. [A specimen from one of the prescribed Natural Orders will be submitted to the candidate for this purpose.]

The South African edition of Edmonds' *Elementary Botany* (Longmans & Co.) will indicate the range of the examination in the subjects specified above.

V.—Statistics of Teaching Staff; Regulations for Corporal Punishment, Pupil Teachers, and Teachers' Examinations; Pupil Teachers' Classes; Teachers' Classes in Needlework, Drawing, Kindergarten and Woodwork.

(i) The following table shows the number of certificated and

uncertificated teachers at work in the Colony in 1898 and 1899 respectively:—

Year.	Certificated.	Uncertificated.	Total.	Percentage Certificated.
1898	1,991	2,416	4,407	40·31
1899	2,059	2,515	4,574	45·02

The Superintendent-General remarks that "the schools which everywhere keep down the percentage are the schools for coloured children: in the case of other schools, quite extraordinary progress has in recent years been made in this respect, there being many first and second class schools in which every member of the staff is certificated." In the last four years the percentage of certificated teachers has increased from one-third to almost one-half.

The following table, which is based on the details furnished in respect of the schools inspected during the year, classifies the various kinds of certificates possessed by the teachers:—

	1897.	1898.	1899.
Schools examined	2,336	2,484	2,628
Teachers with European Governments Certificates	165	191	212
Teachers with Cape First and Second Class Certificates	147	164	197
Teachers with Cape Third Class Certificates	1,276	1,417	1,591
Teachers with other Certificates (miscellaneous)	56	59	59
Total	1,644	1831	2,059

In the last quarter of 1899, roughly speaking, out of every five teachers two were men and three women. There were at work 4,505 teachers, of whom 1,732 (or 38·4 per cent.) were men, and 2,773 (or 61·6 per cent.) were women. In two out of three circuits beyond the Transkei, the men teachers exceeded the women. In the Colony proper, the number of women teachers to men is as 33 to 17, or nearly double.

(ii) In 1882 the Government issued the following notice on the subject of corporal punishment:—

It has been brought to the notice of the Superintendent-General of Education that corporal punishment is frequently and injudiciously used in public schools.

It is not intended to enforce any rigid system, either of rewards or punishments, in maintaining the discipline of the schools, but there is reason to believe that parents wish, and they have a right, to know what principles of discipline are acknowledged by the Educational Department that they may protect their sons and daughters against arbitrary, excessive, or cruel punishments.

The Education Act provides that a Public School shall be under the management and control of the local managers; it is therefore the duty of the managers, in the first instance, to frame regulations for maintaining discipline; but such regulations, like all others, are subject to the approval of Government.

As a rule, the managers have been content to leave matters of discipline entirely in the hands of the teachers, without framing any special regulation on the subject; hence the complaints that corporal punishment is inflicted not only by principal but by assistant teachers, and for trivial matters, and in such forms as are objectionable and likely to result in permanent bodily injury or weakness.

The Education Department will not approve of any regulation which permits corporal punishment of any kind to be used in a girls' school, or in a girls' department of a mixed school.

In boys' schools corporal punishment will be recognised only as a last resort in cases of habitual and gross neglect of duty, lying, bullying, indecency of conduct or language, truancy, and the like.

Such punishment should be inflicted only by the head master, after full inquiry; and a record of the name, offence, and exact nature of the punishment should be entered in a book kept for that purpose, and be open to the inspection of the managers of the school. A copy of each record should be sent by the head teacher to the parent of the boy thus punished.

It is requested that where no disciplinary rules have been made the managers will frame rules in accordance with these general principles, and submit them for approval.

(iii.) The regulations in force with regard to pupil teachers are as follows:—

1. Candidates for the office of pupil teacher, whether male or female, shall not be less than thirteen years of age.

2. Candidates shall satisfy the Superintendent-General of Education of their character and qualifications.

3. Candidates, when approved, shall be attached to some school, in which the arrangements and appliances appear to the Superintendent-General of Education to offer facilities for the proper training of young persons in school management.

4. Pupil teachers on admission shall receive an allowance not exceeding 12*l.* per annum, which allowance, after the completion of one year's satisfactory service, shall be augmented to 18*l.* per annum; and this shall continue to be the annual allowance during the rest of their time of service.

5. The term of service of a pupil teacher shall, as a rule, be three years, but may be extended to five years, subject to the approval of Government.

6. The engagement shall be considered to be between the pupil teachers and the managers of the school in which they are trained, and shall be made, in writing, for such a term of service, and in such a manner, as are approved by the Government.

7. In any case where the managers do not conduct a school in a manner satisfactory to the Government, and under fit and competent teachers approved by the Superintendent-General of Education, it shall be the duty of the Superintendent-General of Education, with the consent of the Government, to discontinue all allowances for pupil teachers in such a school, after having given not less than three months' notice thereof to the managers of such school.

8. The principal teacher of a school, to which pupil teachers are attached shall give to the pupil teachers special instruction during not less than four hours weekly, with a view of preparing them to pass the examination for the Elementary Teachers' Certificate.

9. For every teacher who obtains the Elementary Teacher's Certificate, an allowance of 10*l.* shall be given to the principal teacher; and this allowance shall be augmented to 15*l.* in each case where the pupil teacher obtains the certificate with honours; provided that the Superintendent-General of Education is satisfied that such principal teacher has actually given to the pupil teacher the special instruction required.

NOTE.—Pupil teachers are attached only to schools approved under the provisions of Section III.

In 1898 there was a remarkable increase in the number of pupil teachers, the net increase being 230. The Superintendent-General remarks that "this large increase is difficult to explain, unless on the ground that there is a growing desire among parents to have their children trained to be teachers; the Department has put obstacles in the way rather than removed them. One good result is that the low standard originally required on entrance can now with safety be raised." In 1899 there was again an increase, but only of thirty-five. The quality of the work, as well as the number of candidates, was injuriously affected by the disturbed state of the Colony.

The reports of the Training Schools at Wellington and Grahamstown are most encouraging; at Burghersdorp the work of the Training College stopped by reason of the war; at Uitenhage there were only twenty-one candidates.

In 1898 three Vacation Courses of Training for Teachers were held and proved more successful and popular than ever. The attendances were as follows:—

Graaf-Reinet (for white teachers) in June - -	105
Blythswood („ coloured „) „ „ - -	203
Cape Town („ white „) „ Dec. - -	142
	450

Special mention is made in the Superintendent-General's Report of the enthusiam and zeal of the coloured teachers attending the Blythswood course.

Of the 450 teachers who attended the courses, 160 received certificates.

In 1899 the Vacation Courses suffered through the war. The Christmas course in Cape Town had to be given up because board for the teachers could not be obtained at anything like reasonable prices. The remaining two courses (at Grahamstown and Healdtown) were attended by 260 teachers, of whom 63 obtained certificates.

(iv) The following are the general regulations for the Teachers' Examinations held by the Department of Public Instruction in 1900:—

(i.)—GENERAL REGULATIONS.

1. ADMISSION TO THE VARIOUS EXAMINATIONS.—All intending candidates must apply for admission to the examination which they wish to take. The fact that a grant has been given, or a bursary awarded, which is conditional on the examination being taken, does not make it unnecessary to apply: in order that arrangements for the examination may be made, an application must in all cases be sent in the usual way.

For all the examinations of the Department application forms are printed, and all applications should be made on them. Either the candidates themselves or the principals of the schools with which they are connected should write to the office—in July or early in August, so that there may be ample time for the completed forms to reach the office by 31st August—for a supply of such forms as they require. The request should be quite definite, specifying how many application forms for the pupil teachers' examinations, for the second class certificate, for drawing, for needlework, for science, and for woodwork are required. It is not to be assumed in any case (*e.g.*, in the case of pupil teachers drawing grants) that the Department is aware that they intend to take the examination, and that consequently no request for a form need be sent; the admission of candidates to the examinations is absolutely dependent on their sending in an application in the prescribed way, and the responsibility of seeing that this is done rests with the candidates or their teachers, not with the Department.

A separate form is necessary for each candidate, and for each examination in cases where a candidate is taking more than one; *e.g.*, a candidate for three of the five courses of needlework should send in three separate forms. On the pupil teachers' application forms the candidates are asked to state which subjects (if any) in handiwork and languages they propose to take; these subjects form part of the examination, and no separate application as if for pupils' needlework or pupils' woodwork should be sent in by pupil teachers. Drawing and music are understood to be taken by all candidates, and accordingly are not

mentioned on the application forms ; in regard to them no special application is necessary, and separate forms of application as if for pupils' drawing should not be sent in by pupil teachers. Pupil teachers are allowed to take the special examinations in drawing, needlework, and woodwork, provided they satisfy the conditions of entrance in other respects as stated in the several syllabuses, but are not allowed to take the examinations in science.

The application forms, properly filled up, must reach the office not later than 31st August. It is exceedingly inconvenient to arrange for the admission of candidates after the lists have been made up, and the Department cannot undertake to do this under any circumstances, though in any case in which there is some special reason for the irregularity an effort would be made to accommodate the candidate. Teachers should therefore enter all candidates in regard to whom they are in doubt. If a candidate's signature or any other particulars cannot be obtained at the proper time, the form should be completed as far as possible and sent in, the omitted items being left to be filled in later if necessary.

All applications received will be immediately acknowledged, and for this purpose candidates who are not entering from schools should give in full their present postal address. At a later date tickets of admission for all accepted candidates will be sent either to the candidates themselves or to the principals of the schools with which they are connected. These tickets will bear a number by which the candidate will be known throughout the examination to which the ticket refers, and this number—not the name of the candidate or of the school or of the centre—is to be affixed to each separate article of handiwork (both the preliminary work and that done at the examination) and to be written on every book or sheet of answers.

If the tickets for any accepted candidates are not received four weeks before the date of the examination, the Department should be communicated with at once. Candidates, however, should not write letters of inquiry regarding non-receipt of tickets at an earlier period. The tickets are not transferable ; in the event of any candidate who has been entered for an examination being withdrawn, it is not permissible to send another in his place.

2. Centres and Commissioners.— No charge is made for admission to any of the examinations of the Department, but where special local arrangements are asked for the expense, if any, attaching to these must be borne locally.

The choice of centres rests in the first instance with the candidates, who are asked to state on their application forms at what place they wish to take the examination. When twelve or more candidates for the pupil teachers' examinations express a wish to be examined at any one town or other suitable place, the Department will establish a centre, and appoint and pay a Commissioner. So far as the accommodation of the examination hall will permit, the same Commissioner will be available to super-

vise the science, pupils' drawing, and pupils' needlework examinations, which are held at the same time as the pupil teachers' examinations. Where pupil teachers take woodwork, the arrangements for conducting that part of the examination, which takes place on separate days, must in all cases be made locally without expense to the Department.

For all other examinations, and also for the pupil teachers' examinations in cases where the Department is asked to establish a special centre for less than twelve candidates, a Commissioner must be nominated locallv (by the candidates, by the principal of the school or by the school committee), and the name of the proposed Commissioner submitted to the Superintendent-General for approval. Forms of nomination, and of acceptance of the nomination by the proposed Commissioner will be sent out in September to be filled up in all cases in which a centre is not established by the Department.

3. CERTIFICATES.—To the successful candidates in each examination certificates of the first or second grade will be awarded. No certificate, however. will be given until the whole of the examination in question has been taken, including both the written and the practical parts of the pupil teachers' and teachers' examinations, and also including the preliminary subjects in the case of the second class certificate. Similarly, although the two branches of the special certificate for woodwork may be taken separately, no certificates will be issued except for the complete examination.

Candidates should be careful to give on their application forms an address which will enable the certificate to reach them in the event of their passing the examination. No duplicate can be given if a certificate is lost.

4. DATES OF EXAMINATIONS.—It may happen that a candidate wishes to take two examinations which are held on the same day. In such a case, the attention of the Department should be specially called to the matter when the applications are sent in, so that if possible the two examinations may be set down for different parts of the day.

(ii.)—EXAMINATIONS FOR TEACHERS' CERTIFICATES.

A.—PUPIL TEACHERS (COURSE FOR THE THIRD CLASS CERTIFICATE).

1. CONDITIONS OF ADMISSION.

(*a*) *Age.*—Candidates for the First Year Examination must be at least fifteen years of age, those for the Second Year sixteen, and those for the Third Year seventeen, by 31st December, 1900 [but see (*e*) below]. No concessions in regard to this requirement can now be made, except in continuation of previous concessions to the same candidate.

(*b*) *Practice in Teaching.*—It is a condition of admission to the Pupil Teachers' Examinations that the candidates shall have had throughout the year adequate practice in class teaching. Pupil teachers in schools should teach for ten hours in each week; in the case of pupils in training schools, and other schools where the training of the pupil teachers is carried on partly by means of criticism lessons, a smaller amount of practice will suffice. The training of pupil teachers should as far as possible commence at the beginning of the year, and only under very exceptional circumstances will candidates be accepted whose period of training began after the end of the first quarter of the year.

(*c*) *Other Examinations.*—Candidates who have passed the School Higher Examination or Standard VII. may for the present be allowed to take the Second Year Examination without previously passing the First Year, and candidates who have passed Matriculation to take the Third Year without previously passing the Second. It must be understood, however, that no School Standards or University Examinations (except Music) are to be taken during the period of the Pupil Teachers' Course; the candidates' work as pupil teachers is sufficient to occupy them during the year, and those who are found to have been candidates for any of these examinations during the year will be excluded from the Pupil Teachers' Examinations.

(*d*) *Admission Examination.*—All candidates must have passed Standard V., and after the present year candidates who have not passed Standard VI. will be required to pass an Admission Examination in Writing and Spelling (both of these being tested by an exercise in writing from Dictation) and in Arithmetic (the simple and compound rules). This examination will occupy half a day, and will be elementary in character; the standard, however, will be fairly high, as it is intended to exclude those who have a faulty elementary education, and who accordingly cannot enter on the Pupil Teachers' Course with any prospect of success. The first examination (for those who wish to be First Year Pupil Teachers in 1901) will be held on Wednesday, 12th December, 1900, at the centres where the Pupil Teachers' Examinations are being held. If information as to the convenient centres cannot be had locally, it may be obtained from the Department, and, if necessary, additional centres can be formed under the usual conditions. No application to the Department is necessary in regard to this examination; but candidates or principals of schools

must arrange with the Commissioner as regards accommodation. Each candidate must bring pen, ink (unless this is supplied otherwise), blotting-paper, and three sheets of foolscap paper. Candidates who have passed Standard VI. will be admitted to the first year (in 1901) without preliminary examination.

(e) *Acting Teachers.*—Acting adult teachers in schools under the Department are allowed to take the Second and Third Year Examinations without passing the previous examinations. Candidates who enter as acting teachers must be nineteen years of age for the Second Year Examination, twenty one years for the Third Year, by 31st December, 1900.

2. NATURE OF the EXAMINATIONS.—The examinations are partly practical and partly written.

(a) PRACTICAL.—The practical part is conducted by the Inspectors of the Department, and intending candidates should communicate with the local Inspector when he is in the neighbourhood; the examination includes:—

(1) READING AND REPETITION:—

First Year.—To read a prose narrative with fluency and expression, and to repeat forty lines of simple poetry. with knowledge of meaning and allusions.

Second Year.—To read a prose dialogue with fluency and expression, and to repeat fifty lines of poetry, with knowledge of meaning and allusions.

Third year.—To read a dialogue in blank verse with fluency and expression, and to repeat sixty lines of a standard dramatic poet, with knowledge of meaning and allusions.

(2) CLASS TEACHING:—

First Year.—To tell a story to a class and question them upon it. (Only one story need be prepared.)

Second Year.—To give an Object Lesson, the subject being taken from the Animal or from the Vegetable Kingdom. (Full notes of eight lessons are to be prepared and submitted to the Inspector, who will select the lesson to be taught.)

Third Year.—To give an Object Lesson, the subject being taken from Common Objects, from the Mineral Kingdom, or from Science. (Full notes of twelve lessons are to be prepared and submitted to the Inspector, who will select the lesson to be taught.)

(3) BLACKBOARD MANAGEMENT:—

First Year.—Writing of single letters and figures; freehand drawing of rectilineal figures; use of the T-square.

Second Year.—Handwriting of large size, with special reference to correct junction of letters; freehand

drawing of simple curved figures; maps of Africa and South Africa from memory.

Third Year.—Large and small handwriting; freehand drawing; diagrams illustrative of physical geography and of object lessons.

(4) PHYSICAL EXERCISES:—

First Year.—Easy stationary exercises, or four Kindergarten games.

Second Year.—Stationary exercises.

Third Year.—Marching and other easy exercises.

(*b*) WRITTEN.—The written examination will comprise the following:—

(1) DICTATION:—

A continuous passage of about fifteen lines from a Standard V. reading book, a Standard VI. reading book, and a standard author respectively for the three years, and twelve words selected from two consecutive pages of the same. (It should be remembered that serious blunders in punctuation will be taken into account as well as errors in spelling.)

(2) COMPOSITION:—

First Year.—Reproduction from memory of a short narrative read twice.

Second Year.—Description of a natural object; composition of a business letter; paraphrasing.

Third Year.—An essay of about thirty lines on one of three given subjects.

(3) GRAMMAR:—

First Year.—The parts of speech; analysis of the simple sentence.

Second Year.—Parsing and analysis (general and detailed) of the complex sentence; prefixes and suffixes.

Third Year.—Parsing and analysis; word formation; elements of syntax.

In regard to analysis, any recognised form will be accepted, but the following simple form of detailed analysis is recommended for examination purposes:—

Reference Letter.	Kind and Relation.	Clauses Divided.	Names of Parts.
A	Sub. adv. of cond. to pred. of H.	If the noble acts of that nation are precious to us	Conn. enl. of subj. subj. enl. of subj. pred.
B	Sub. adj. to "nation" in A.	to which we belong,	ind. obj. subj. pred.

(4) Arithmetic :—

First Year.—Written work, notation and numeration, the simple and compound rules, reduction, factors of numbers, G.C.M., L.C.M., fractions in the common notation, simple accounts, simple "practice," simple proportion by the unitary method. Mental exercises on the simple rules.

Second Year.—Written Work—the same as for the First Year, and also decimal fractions, percentages, averages and compound proportion. Mental exercises—the same as for the First Year, and also exercises on the compound rules and reduction.

Third Year.—Written work—the same as for the Second Year, and such practical applications as are included under the terms "profit and loss," simple and compound interest, present worth, discount and stocks. Mental exercises—the same as for the Second Year, and also exercises on fractions, common and decimal, and on commercial rules.

(5) History :—

First Year.—English and British History from 1485 to 1660; Cape History to 1839.

Second Year.—British History from 1660 to 1760; Cape History from 1839 to 1880.

Third Year.—British History from 1760 to 1880; Cape History to 1880.

[For the British History such a text-book as Ransome's *Short History of England* (Longman's) will be found sufficient; *i.e.*, the reign of Victoria is not expected to be known in great detail.]

(6) Geography :—

First Year.—Africa.

Second Year.—Introduction, pp. 15-38; Europe.

Third Year.—The remainder of the book, with revisal of previous year's work.

[Longman's *School Geography for South Africa* is the text-book prescribed. The following passages may be omitted, viz. :—Geology, pp. 74, 75; Colonists, pp. 86, 87; Religion, pp. 261, 262; the small print under the headings Vegetation (pp. 79, 80), Natives (pp. 83-86), and South African Republic (pp. 131, 132); and the small print on pp. 89 to middle of 91, 97, 98, 112, 113, 128, 129 and 139.]

(7) Class Teaching and School Management :—

First Year.—Making up attendance register; questions on the method of teaching reading, writing, and arithmetic.

Second Year.—Making up registers, quarterly returns and time tables; questions on the method of teaching reading, writing, arithmetic, grammar, and geography.

Third Year.—The remainder of the text-book recommended, with revisal of previous year's work.

[Garlick's *New Manual of Method* (Longman's) indicates the range of the questions on method of teaching.]

(8) PENMANSHIP.—

First Year.—The letters, small and capital, in size suitable for half-text; combination of letters in half-text, with capitals; a short continuous passage in small hand.

Second Year.—The letters, small and capital, in size suitable for text; combinations of letters in text, with capitals; a short continuous passage in small hand.

Third Year.—The same as in the First and Second Years, but with greater proficiency.

[The style recommended is that given in such copy-books as Philips' "Semi-Upright" or Chambers' "Government Hand," and the method of teaching that indicated in Ramage's *Systematic Handwriting* (Darter Bros. and Walton).]

(9) DRAWING:—

The syllabus is the same as for the Pupils' Course in Freehand Drawing.

(10) MUSIC:—

[In addition to the marks for the written examination, marks are given for the possession of the following certificates of the Tonic Sol-fa College, viz.:—

First Year.—The Junior Certificate, and a higher mark for the Elementary Certificate.

Second Year.—The Elementary Certificate.

Third Year.—The Elementary Certificate, and a higher mark for the Intermediate Certificate.]

First Year.—The scale, key, relation to the keytone, the standard scale of pitch, the intervals of the scale, mental effects; accent; two-, three-, and four-pulse measure; whole- and half-pulse notes, continuations and rests.

Second Year.—Quarters and thirds of a pulse; six-, nine- and twelve-pulse measure; pitch of the tones in the scale in all the ordinary keys; transition of one remove by "imperfect" and "better" methods, with bridge-notes and distinguishing tones.

Third Year.—Names of chromatic notes, the minor mode, diatonic and chromatic intervals, syncopation, compass of voices, common musical terms.

[The examination will comprise easy questions on the syllabus, including revision questions, and very simple practical questions on the method of teaching, especially in regard to the points included in the course of study for each year.]

(11) LANGUAGES:—

Papers in Dutch will be set in each year. Questions in grammar, spelling and composition will be given, Third Year candidates may instead take the paper in Kafir and Sesuto.

(12) HANDIWORK. NEEDLEWORK (*Girls*):—

The Syllabus is the same as for the Pupils' Examinations.

WOODWORK (*Boys*):—

The Syllabus is the same as for the Pupils' Examinations.

All candidates are recommended to qualify in Drawing, Dutch, Handiwork and Music. Those candidates who pass in any of these or in either of the other optional languages, will, in addition to obtaining extra marks, have the passes in such subjects entered on their certificates.

3. EXAMINATION ARRANGEMENTS.—All candidates for the Pupil Teachers' Examinations, whether drawing grants from the Department or not, must apply for admission to the examination on the printed form supplied for the purpose. The principals of schools from which candidates are to be entered, and private candidates themselves, are in all cases expected to write to the Office in good time and ask for the forms which they will require, stating the number of candidates to be entered. The applications, on the forms so obtained, must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August, and the examinations take place early in December, at such centres as may be arranged. In regard to the local arrangements necessary for the formation of a centre, and for other information regarding the examination arrangements, see under *General Regulations*, and under *Needlework Examinations*, and *Woodwork Examinations*.

B.—SECOND CLASS CERTIFICATE.

1. Candidates must be at least 18 years of age, and must possess—

(*a*) the Matriculation Certificate of the University, or satisfactory evidence of having passed a public examination of at least equal range and difficulty.

(*b*) the Third Class Teachers' Certificate.

(*c*) certificates in two of the Courses for the Teachers' Special Certificate for Needlework, *or* a pass in Branch I. of the Teachers' Special Certificate for Woodwork.

(*d*) certificates in two branches of the examination for the Teachers' Special Certificate for Drawing.

Candidates may be allowed to take the examination before they have satisfied the preliminary requirements in Handiwork and Drawing, but no certificate will be awarded to such candidates until the required preliminary subjects have been taken.

2. The examination is partly practical and partly written.

(*a*) PRACTICAL.

(1) *Reading and Elocution.*—To commit to memory not less than fifty lines from each of the following authors —Shakespeare, Milton, Tennyson. To read a passage from a standard English author.

(2) *Class Teaching.*—To give a lesson to a class in any one of the ordinary school subjects selected by the Inspector.

(*b*) WRITTEN.

(1) *Penmanship.*—The letters, small and capital, in sizes suitable for text and half text. Combinations of letters, with capitals. A short continuous passage in small hand. Questions on the teaching of writing.

[The style recommended is that given in such copy-books as Philips' "Semi-Upright" or Chambers "Government Hand," and the method of teaching indicated in Ramage's *Systematic Handwriting*, (Darter Bros. & Walton).]

(2) *Dictation.*—A continuous passage of about fifteen lines from a standard English author, and twenty words selected from two consecutive pages of the same.

(3) *Mental Arithmetic.*—The questions set will cover the whole range of the subject. [Candidates are recommended to study Blackwood's *Handbook of Mental Arithmetic.*]

(4). *Music.*—[All candidates, unless incapacitated by natural inability, must possess the Intermediate Certificate of the Tonic Sol-fa College.] The syllabus for the Third Class Certificate indicates the range of the written examination, but a more thorough knowledge will be expected. [The School Teachers' Music Certificate of the Tonic Sol-fa College will be accepted in place of the written examination and the Intermediate Certificate, and will entitle the Candidate to full marks.]

(5) *The Art of Teaching.*—Fitch's *Lectures on Teaching.*

(6) (*a*) *Kindergarten,*—Herford's *Student's Froebel.* Parts I. and II. (Isbister). Or

(*b*) *The History of Education.*—Painter's *History of Education* (International Education Series).

3. Scholarships of 40*l.* *per annum*, tenable for one year at the Cape Town Normal College, or the Wellington Training School, are available for matriculated students who already possess the Third Class Teachers' Certificate.

4. The examination takes place in December. Applications for examination must be made on the forms supplied for the purpose by the Department, and the completed forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. For further information regarding the local and other arrangements for the examination, see under *General Regulations.*

C.—FIRST CLASS CERTIFICATE.

1. Candidates must as a rule possess a University Degree. They must also possess evidence that they have had five years' successful experience in actual teaching in higher grade schools.

2. The examination will be partly practical and partly written. The practical examination will test the candidates' powers (1) of exposition and (2) of inductive teaching; the written examination will be divided into two parts. which need not be taken at the same time, and whose requirements are as follows:—

PART 1.—The Elements of Mental and Moral Science as bearing on Education. [Candidates will be expected to have studied Sully's *Teachers' Handbook of Psychology.*, Locke's *Thoughts on Education*, Herbert Spencer's *Essay on Education*, and Bain's *Education as a Science*, Chapters III., IV. and VI.]

PART II.—School Method, and the History of Education. [Candidates will be expected to have a knowledge of Landon's *Principles and Practice of Teaching and Class Management*, the English and Scotch Codes, the pamphlets giving the regulations of the Cape Education Department; Compayré's *History of Pedagogy* (Sonnenschein), and Quick's *Educational Reformers.*

The written examination will be held before the practical, but no certificates will be issued until the Superintendent-General has satisfied himself of the skill of the candidate in actual teaching and class management.

3. The certificate may be issued without examination to teachers who already hold a professional certificate of similar value and who fulfil the conditions laid down above.

4. The examination is held in the first week of December for Parts I. and II. respectively. Applications for examination must be made on the forms supplied for the purpose by the Department, and the completed forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. For further information regarding the local and other arrangements for the examination, see under *General Regulations.*

(iii.)—EXAMINATIONS IN SPECIAL SUBJECTS.

A.—DRAWING.

1. PUPILS' COURSE IN FREEHAND DRAWING (AND DRAWING FOR PUPIL TEACHERS):—

First Year.—Freehand Drawing up to the requirements of Standard III. in Morris's *Teaching of Drawing* (Longmans).

Second Year.—Freehand Drawing up to the requirements of Standard IV. in Morris's *Teaching of Drawing* (Longmans).

Third Year.—Freehand Drawing up to the requirements of Standard V. in Morris's *Teaching of Drawing* (Longmans).

2. TEACHERS' COURSE (SPECIAL CERTIFICATE FOR DRAWING).

The subjects of examination are as follows.—

(*a*) FREEHAND OUTLINE DRAWING FROM THE FLAT.

(*b*) OUTLINE MODEL DRAWING.

(*c*) GEOMETRICAL DRAWING.

(*d*) LINEAR PERSPECTIVE DRAWING.

(*e*) BLACKBOARD DRAWING.

The SPECIAL CERTIFICATE FOR DRAWING (D.2) will be awarded to Candidates who obtain First Grade certificates in four of the above subjects. The qualifying Second Grade certificate of the Science and Art Department, South Kensington, in any subject will be accepted in place of the Colonial certificate for the same subject.

In FREEHAND DRAWING, examples may be set from ornament and from simple flowers, leaves and other common objects. The range of the examination is indicated by the requirements of Standard VI. in Morris's *Teaching of Drawing* (Longmans).

In MODEL DRAWING, candidates will be required to make an outline drawing in pencil of a group of three or fonr simple models, comprising geometrical forms, vases and other easy objects.

In GEOMETRICAL DRAWING questions may be set on—

(*a*) Construction and use of plain scales and scales of chords.

(*b*) Proportional division of lines.

(*c*) Mean, third and fourth proportionals to given lines.

(*d*) Reduction and enlargement of plane figures.

(*e*) Construction of regular rectilineal figures and circles about and within given rectilineal figures and circles.

(*f*) Construction of irregular rectilineal figures from given data.

(*g*) Plan, elevation and section of cube, pyramid, prism cylinder, cone and sphere in simple positions.

Questions and exercises of some difficulty outside this range will also be set for candidates who aim at a Certificate of the First Grade. The whole range of the examination is covered by Morris's *Geometrical Drawing for Art Students.*

In PERSPECTIVE DRAWING, candidates will be required to

represent in perspective from plan and elevation or from specification, simple solids or objects of plane or curved surfaces having one line or surface on or parallel to the ground plane. This may be done either by the use of vanishing points or by the deduction of the perspective view direct from the plan. They will also be required to answer simple questions on the theory of perspective. The range of the examination is indicated by Cartlidge's *Elementary Perspective* (four parts).

BLACKBOARD DRAWING will include ornament, models and common objects, from copy and from memory, all in outline. Candidates should study specially the letters of the alphabet in various forms.

3. EXAMINATION ARRANGEMENTS.

Examinations in Blackboard Drawing will be held only in Cape Town, Grahamstown, and Port Elizabeth; in Model Drawing, in any centre provided with a suitable series of models; in the other subjects, in centres to suit as far as possible the convenience of candidates.

Only one of the Pupils' Examinations may be taken in any one year. Candidates for the Teachers' Special Certificate may be examined in any or all of the subjects, but are recommended not to take more than two subjects in any one year.

Applications for admission to any of the examinations must be made on the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the local and other arrangements for the examinations, see under *General Regulations.*

B.—NEEDLEWORK.

1. PUPILS' COURSE (AND NEEDLEWORK FOR PUPIL TEACHERS).

First Year:—

(*a*) Making and Stitching—hemming, gathering and setting in and seaming as for underlinen, pinafores, and other outside garments and frocks; an untrimmed garment applying above processes.

(*b*) Mending—patching in flannel (herring-bone stitch), plain darning *as for thin places* on stocking-web.

(*c*) Knitting—a simple knitted garment.

(*d*) Cutting out—flat patterns of a chemise and a pinafore for a child.

Second Year:—

(*a*) Making and Stitching—work of previous year, buttonholing and sewing on of buttons, a simple garment to be cut out by maker.

(*b*) Mending—a plain darning *of a hole* on stocking-web.

(*c*) Knitting—a simple knitted garment.

(*d*) Cutting-out—flat patterns of a baby's first shirt, drawers for a child, and garments set in previous year.

Third Year:—

(*a*) Making and Stitching—work of previous years, tucks, gussets, any garment showing stitches of this and previous years, to be cut out by maker.

(*b*) Mending—patching in calico and print, darning on coarse linen (diagonal cut) and on woollen material (hedge tear).

(*c*) Knitting—any ordinary garment.

(*d*) Cutting out—flat pattern of garment made for the year, of pattern set for previous years, of chemise for an adult, and of nightdress for an adult.

2. Teachers' Courses (Special Certificate for Needlework).

For the Special Certificate for Needlework there are five Courses, as follows:—

Course I.—Plain Needlework.

The following work is required to be done beforehand, and to be presented on the day of examination:—

(*a*) A piece of linen, coarse calico or holland, on which all the following are to appear, worked in cotton of two colours, so that joins are visible:—

Hemming, top-sewing, seaming (this to include flannel and seams for all purposes), stitching, running, herring-boning, gathering, stocking, button-holing, marking, whipping, feather or coral stitching, knotting or seeding, hemstitching, sewing on buttons, setting in gusset, sewing on tapes, tucking, finishing an opening in at least two ways.

(*b*) Some garment well shaped and well finished as a practical application of above stitches and processes.

The following work is to be done on the day of examination:—

(*c*) To work a specimen of some exercise from (*a*) above.

(*d*) To give written criticism of some specimens which have been worked by children.

(*e*) To give notes of a simple lesson, as to children, on some selected stitch or process selected from (*a* above.

Course II.—Mending.

The following work is required to be done beforehand, and to be presented on the day of examination:—

(*a*) Specimens of patching in calico, flannel, and print.

(*b*) Specimens of darning on linen, flannel, and some material such as serge.

(*c*) Specimens of holes mended on stocking-web material in common method and by Swiss darning.

(*d*) A patch set in under the arm of a night dress, bodice, or shirt.

The following work is to be done on the day of examination:

(*e*) To work a specimen of mending.

(*f*) To give a written criticism of children's work.

(*g*) To give notes of a simple lesson on some operation in mending.

Course III.—Cutting out.

The following work is required to be done beforehand, and to be presented on the day of examination.

(*a*) Flat patterns of the following:—Baby's shirt, chemise for child, chemise for adult, plain loose pinafore, plain apron for child, fancy pinafore, child's drawers, boy's loose shirt, nightdress.

(*b*) One of above patterns in straw paper, tacked together

(*c*) One of above patterns registered on sectional paper.

The following work is to be done on the day of examination:—

(*d*) To shape one of above on paper brought by candidate.

(*e*) To answer in writing questions as to—

Material and cost for above garments.

The way to *make* above garments.

Method of adapting above patterns to people of varied ages.

To write notes, as for a class, on one of above.

Course IV.—Knitting and Netting.

The following work is required to be done beforehand, and to be presented on the day of examination:—

(*a*) Three specimens showing respectively narrowings for legs, thickened heel with intakes in foot, and finished toe.

(*b*) A knitted stocking.

(*c*) A baby's boot.

(*d*) A knee-cap.

(*e*) A specimen of square-holed netting.

The following work is to be done on the day of examination:—

(*f*) Specimen testing knowledge of above.

(*g*) To give a written criticism of some specimens of knitting done by children.

(*h*) To give notes of lessons on any of above.

Course V.—Dress Cutting.

Candidates must have some fixed method for cutting and fitting a dress bodice and skirt, and must be prepared on the day of examination to mark out or cut either of these to given measurements, and to answer questions in writing as to method of making; they must also present a dress made during the year, and certified to be their own unaided work.

3. Examination Arrangements.

Only one of the Pupils' Examinations may be taken in any one year. Candidates for the Teachers' Special Certificate may be examined in any or all of the Courses, but are recommended not to take more than three Courses in any one year.

In connection with each of the examinations, preliminary work is to be sent in, showing that the candidate has actually gone through everything prescribed in the Syllabus. This preliminary work should be brought to the examination hall in a strong, neat, compact parcel, to be forwarded by the Commissioner along with the work done on the day of examination. Each separate article should bear the examination number of the candidate, and separate parcels should be made up for each examination. That is to say, all the preliminary work of candidates for the First Year Pupils' Examination may be put in one parcel, "First Year Pupils' Needlework," and the numbers of the candidates being clearly written outside the parcel; and all the work of First Year Pupil Teachers may be put in one parcel, marked with the numbers of the candidates and with the words "First Year Pupil Teachers' Needlework"; but the work of pupils and of pupil teachers must be kept distinct, as also the work of different years, and each parcel clearly marked so as to show to which year it belongs and whether the work is that of pupils or pupil teachers. The preliminary work of candidates for the Teachers' Courses should be similarly parcelled up and marked with the numbers of the candidates and the number of the course. The name of the school or of the centre should not be mentioned, and only the candidates' numbers (not their names) should be affixed to the work. Arrangements for the provision of a suitable box or boxes for packing the needlework should be made by the schools, and the boxes, like the parcels contained in them, should be marked with the work "Needlework" and with the candidates' numbers (thus—"Nos. 6211 to 6235") but not with the name of the school or of the centre. [N.B.—In the past a great amount of trouble has been caused

to the Department through these instructions not being properly followed. For the future any work sent in which is not made up in accordance with the instructions will not be examined.]

Applications for admission to any of the examinations must be made on the forms supplied by the department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under *General Regulations*. Instructions as to materials and apparatus required on the examination day will be issued towards the end of the year.

C.—SCIENCE.

1. The subjects of examinations are as follows, the text-books mentioned indicating the general range of the examinations:—

(*a*) AGRICULTURE: *Elementary Stage*—Mills and Shaw's *First Principles of Agriculture* (J. E. Bryant Co., Toronto), omitting the small-type part of Chap. XII.; *Advanced Stage*—a fuller knowledge of the whole text-book.

(*b*) BOTANY: *Elementary Stage*—Edmonds and Marloth's *Elementary Botany for South Africa* (Longmans); *Advanced Stage* — the same, and also Otto W. Thomé's *Structural and Physiological Botany* (Longmans), omitting Chaps. VI. (Classes I.-XI.), VII. and VIII. (except Regions 9 and 10).

(*c*) BUILDING CONSTRUCTION AND DRAWING: *Elementary Stage*—E. J. Burrell's *Building Construction and Drawing* (Longmans); *Advanced Stage*—the text-book in Longmans' Advanced Science Manuals.

(*d*) CHEMISTRY: *Elementary Stage*—W. S. Furneaux's *Elementary Chemistry* (Longmans), the Inorganic part only; *Advanced Stage*—W. Jago's *Inorganic Chemistry, Theoretical and Practical* (Longmans).

(*e*) DOMESTIC ECONOMY: *Elementary Stage* — Nelson's *Domestic Economy for Teachers*, omitting Section IV.

(*f*) GEOLOGY: *Elementary Stage*—C. Bird's *Elementary Geology* (Longmans); *Advanced Stage*—C. Bird's *Advanced Geology* (Longmans).

(*g*) PHYSICS: *Elementary Stage*—Mark Wright's *Elementary Physics* (Longmans); *Advanced Stage*—candidates may take either HEAT (Mark Wright's *Advanced Heat*—Longmans); or MAGNETISM AND ELECTRICITY (A. W. Poyser's *Advanced Magnetism and Electricity*—Longmans).

(*h*) PHYSIOLOGY (HUMAN): *Elementary Stage*—H. Newell Martin's *The Human Body* (Elementary Course) (Henry Holt and Co., New York); or W. S. Furneaux's *Human Physiology* (Longmans); *Advanced Stage*—J. Thornton's *Advanced Human Physiology* (Longmans).

2. Candidates must have passed Standard V., and must have studied the subjects experimentally. The examinations will be as far as possible practical as well as written, and in Agriculture, Botany, Domestic Economy, and Geology knowledge of the subject with reference to Colonial conditions will be required.

3. No candidate will be allowed to enter again for the Elementary Stage of any subject after obtaining a pass in the First Grade in that subject. Candidates may take one or more subjects in any one year, but as a rule the taking of more than one cannot be recommended.

4. Bursaries in connection with these examinations will be given under the following conditions:—

(*a*) Candidates must be under eighteen years of age, and must have obtained a certificate of the First Grade.

(*b*) The bursaries will be of the value of £15 per annum, and will be tenable for one year, but may be withdrawn at any time if the Superintendent-General is not satisfied with the behaviour and progress of the holder.

(*c*) Holders of bursaries must continue their study of Science, and must present themselves for examination at the end of the year either in a new subject or in the Advanced Stage of a subject which they have already taken. The bursaries will be paid in one sum after this regulation has been complied with, and only to such candidates as pass in the examination for which they present themselves.

5. To teachers of Science Classes bonuses will be paid of 1*l.* for each pupil who passes in the First Grade, and 15*s.* for each pupil who passes in the Second Grade, provided that the Superintendent-General is satisfied that the teacher has actually given the practical instruction required.

6. The examinations in 1900 will take place on the following days, viz.:—

Agriculture and Botany on Tuesday, 11th December.

Building Construction and Chemistry on Wednesday, 12th December.

Domestic Economy, Geology and Heat on Thursday, 13th December.

Physics, Magnetism and Electricity, and Physiology on Friday, 14th December.

[These dates are intentionally made to coincide with the dates of the Pupil Teachers' Examinations, candidates of which are not allowed to take Science Examinations also.]

Applications for admission to any of the Examinations must be made on the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under *General Regulations*.

D.—Manual Training (Woodwork).

1. Pupils' Course (and Manual Training for Pupil Teachers).

This course extends over three years, and it is strongly recommended that all pupils should work systematically through it. The instruction should be given continuously throughout the school year for two hours weekly; half an hour of this should be devoted to the necessary drawing, which should always precede the practical woodworking. This drawing may be substituted for the projection prescribed in the ordinary Elementary School Course for Standards V.—VII. The course is as follows:—

FIRST YEAR.

Practical Woodworking:—

Exercises 1-10 of Young's *Working Diagrams for Manual Training.*

Drawing (full size):—

(*a*) Projection of simple rectangular solids.
(*b*) The plans and elevations of the exercises for the year.
(*c*) Simple isometric drawing.

Theory:—

(*a*) To name a few common kinds of hard and of soft wood, and to tell where they are chiefly grown.
(*b*) The construction and use of the tools required in the exercises for the year.

SECOND YEAR.

Practical Woodworking:—

Exercises 11-20 of Young's *Working Diagrams for Manual Training.*

Drawing (full size or to a large scale):—

(*a*) Simple solids in plan, elevation and section.
(*b*) Construction of plain scales.

(c) The plans, elevations and sections of the exercises for the year.

(d) Isometric drawing.

Theory :—

(a) The felling, seasoning and uses of the common varieties of hard and soft woods.

(b) The construction and use of the tools required in the exercises of the year.

THIRD YEAR.

Practical Woodworking :—

(a) Exercises 21-32 of Young's *Working Diagrams for Manual Training.*

(b) To use the tools required for this and the previous years, and to sharpen a chisel or plane iron.

Drawing (to scale):—

(a) More difficult examples in orthographic isometric projection.

(b) The plans, elevations, sections, and isometric projections of the exercises of the year.

Theory :—

(a) The growth, felling, seasoning, and uses of the common varieties of hard and soft wood.

(b) The use of nails, screws, and glue.

(c) The construction and use of the ordinary woodworking tools.

2. TEACHERS' COURSE (SPECIAL CERTIFICATE FOR WOODWORK).

The work of the course is arranged under two branches, which may be taken either together or separately, as follows:—

Branch I.

Practical Woodworking :—

The construction of simple pieces of woodwork from dimensioned sketches or from scale drawings.

Drawing :—

(a) Orthographic and isometric projection to scale.

(b) Dimensioned sketches of joints, models and apparatus.

[Young's *Manual Training for the Standards* will sufficiently indicate the scope of the examination. Low's *Geometry and Projection*, Part I., will be found useful in the study of the prescribed drawing.]

Branch II.

Theory :—

(a) Character of the principal Colonial and foreign woods

(b) The growth and structure of timber trees.

(*c*) Felling, seasoning, shrinkage, warping, etc.

(*d*) Classroom management, including details and cost o equipment of Manual Training classrooms.

(*e*) Methods of instruction and sequence of lessons.

(*f*) Different systems of Manual Training (*e.g.*, Naas Sloyd, Sloyd, British Sloyd, etc.).

(*g*) The principles, construction, uses and management of ordinary tools and apparatus.

[Candidates are recommended to study the above works, and also P. N. Hasluck's *Wood Worker's Handy Book*, Barter's *Woodwork* (*the English Sloyd*), and Ricks' *Manual Training* (*Woodwork*).]

3. Examination Arrangements.

All pupils who have been under instruction for six months or more must present themselves for one of the December Examinations.

Candidates for any of these examinations must prepare before hand an article, useful or ornamental, not exceeding one cubic foot in bulk, or 18 inches in any single dimension. The joints and tool-work used in making this article must not be in advance of the stage for which the candidate has entered, and must exhibit one or more of the joints or processes prescribed for that stage. Candidates are not at liberty to select for this preliminary exercise models given in the prescribed course, the object being to encourage originality of design. The article must be accompanied by dimensioned drawings to a scale, and both must be certified by the teacher to be the candidate's unaided work. Only one article should be sent by each candidate. Suitable wooden boxes must be provided in which to pack these articles together with the work done on the day of examination. These are to be forwarded carriage paid to Cape Town, and will be returned if required when done with; the lids of the boxes should in that case be fastened down by means of screws, in order that the box may be opened and refastened without injury. Each article, both of the preliminary and of the examination work, should bear a label stating the examination number of the candidate, but not his name or the name of his school; and the outside of the box should similarly bear the words "Manual Training," and the numbers of the candidates (thus:—Nos. 369 to 401 and 4376 to 4480), but not the name of the school or of the centre. Labels suitable for affixing to the articles may be had on application to the Office towards the end of the year.

Pupils may enter for the Second or Third Year examination without having passed the previous examination, provided it be

certified that they have gone through the whole course up to the stage of the examination for which they enter.

Applications for admission to any of the examinations must be the forms supplied by the Department, and the completed application forms must reach the Superintendent-General of Education (Examining Branch), Cape Town, not later than 31st August. All expenses connected with the examinations, including payment, if any, to the Commissioner, must be borne locally. For further information regarding the examination arrangements, see under the *General Regulations*. Instructions as to the materials and apparatus required on the examination day will be issued towards the end of the year.

APPENDIX.

Competitions Conducted by the Department.

In connection with the Examining Branch of the Department, competitions of various kinds have been instituted in order to encourage sounder methods of teaching. Information regarding these is given here with a view to their becoming better known, and to their being taken up by schools and by districts which have not hitherto taken part in them.

I. Handwriting.—With a view to encouraging the systematic teaching of Handwriting in schools, an annual competition in this subject was established in 1898, and in 1899 three competitions were held—one for Inspector Noaks' circuit (the Cape Division), one for Inspector le Roux's circuit (the Divisions of Malmesbury, Paarl, Robertson, and Worcester), and one for Inspector Watermeyer's circuit (the Divisions of Bredasdorp, Caledon, Stellenbosch and Swellendam). Similar competitions will be held in 1900. Any school, whether connected with the Department or not, may take part in the competition, and there will be no restriction in regard to the age of pupils entering, provided they are *bona-fide* on the roll of the school for three months prior to the date of the competition. Not more than ten pupils may be entered from any one school. A medal and several book prizes will be given to pupils as awards for excellence. A parcel of books for the school library will be awarded to the school which sends in the most creditable work. From each competitor two completed copy-books must be sent in—either Nos. 8*a* and 12 of *Philips' Semi-Upright Copy-Books* or any similar copy-books which may be approved for the purpose by the Department. If preferred, similar matter may be written in books without engraved headlines. The completed copy-books, with a certificate that they are the unaided work of the pupils, are to be sent in so as to reach the Office not later than the last day of the year. Any requests for the institution of additional competitions next year will receive favourable consideration.

II. Singing.—School Choir Competitions have been held at Cape Town since 1897, and at Port Elizabeth since 1898. In 1899 there were also competitions for the Railway Schools, for Inspector le Roux's circuit (the Divisions of Malmesbury, Paarl, Robertson, and Worcester), and for Inspector Ely's circuit (the Divisons of East London, King William's Town, and Peddie). Arrangements have already been made for a competition to be held this year in Inspector's Mitchell's circuit (the Divisions of George, Ladismith, Mossel Bay, Oudtshoorn, and Riversdale).

The prize in these competitions consists of a Challenge Shield to be held by the school until the date of the next competition, a medal presented by the Department to the successful conductor, and a book prize given by the Department to each member of the winning choir. In each case the Challenge Shield is provided locally; the Cape Town shield was subscribed for by ten gentlemen who gave 5*l*. each: the Port Elizabeth shield was voted by the Municipality; the shield for the Railway Schools was presented by Sir James Sivewright, K.C.M.G.; and the other shields have been procured

by general subscription. In the event of a shield being provided for any other suitable town or district, the Department will supply a medal and prize books for the successful conductor and choir.

In each competition a piece in two or three parts is prescribed by the Department, and is sung without accompaniment: a piece in two parts is chosen by the choir and sung without accompaniment; and two sight-singing tests, one in unison and the other in two parts, are supplied by the Department. These tests are to be sung (once, twice, or three times, according to arrangement) to the sol-fa syllables or any other, and then sung once to the syllable *laa*.

III. BOTANY.—Since 1898 competitions have been held, open to the whole Colony, in which prizes have been offered for the best collection of dried plants. Similar competitions will be held in 1900. The following are the new regulations:—

1. Two prizes of books on Botany, chosen by the winner, will be given to the competitors who send in the best collections, accompanied by descriptions, of dried specimens of South African plants. There will be two distinct competitions, one for elementary stage candidates, who are asked to send in twenty specimens representing at least twelve natural orders; and the other for competitors who have already passed the Elementary Botany examination. The latter are asked to send in forty specimens, representing at least fifteen natural orders.

The following instructions should be observed:—

(*a*) The specimens to be attached to sheets of paper, about 16 inches by 10 inches in size, and to be systematically arranged.

(*b*) The specimens to be complete wherever possible.

(*c*) A label to be attached below each specimen, stating the name, natural order, habit of growth, mode of occurrence, locality and time of collecting.

(*d*) The descriptions to contain all botanical details, to be illustrated with diagrams, and to be written on sheets of paper of foolscap size, fastened together.

(*e*) The collection and descriptions to be certified to by the Principal of the School, as being the unaided work of the competitor.

2. A prize of a botanical cabinet or collection of books on Botany for the School Library will be given to the School sending in the best Herbarium of at least 200 South African plants, the same having been collected by the staff or the pupils, or both. The collections sent will remain the property of the Schools.

The following instructions should be observed by schools competing for this prize:—

(*a*) The specimens forming the collection to be attached to stout sheets 16 inches by 10 inches in size, and to be systematically arranged.

(*b*) Labels to be given stating name, natural order, habits of growth, mode of occurrence, locality, colour of flower when fresh, time of collection, and use of plant, if any.

3. Collections and Herbaria should be sent in to the Superintendent-General of Education, Examining Branch, Cape Town, in order to reach him not later than the 30th November. In each case a list of the specimens, to be retained by the Department, should accompany the collection.

(iv.)—PUPIL TEACHERS' CLASSES.

1. Central classes for the training of pupil teachers were commenced in Cape Town in the beginning of 1894. There being

no Government building available, these classes met for a short time in the University Hall, Bureau Street, after which accommodation was found for them in the William Frederick Public School. Very soon, however, the room occupied there proved to be too small, and it was found necessary to remove to the rooms in New Street, then rented from the Fine Arts Association for the purposes of an educational museum. On the Education Department securing the building and site belonging to the Fine Arts Association, it was resolved to erect new premises, and the classes had once more to remove, this time to the Mutual Hall, Darling Street. This hall in its turn proved insufficient for the work carried on in it under the Department, and the pupil teachers' classes were next accommodated in the Riebeek Hall Bree Street, in which they remained during the years 1898 and and 1899. They were removed at the beginning of 1900 to the new building in Queen Victoria Street, where permanent provision has been made for them, along with the School of Art.

When the classes were started in 1894, there were 95 pupil teachers on the roll, and at approximately the same date in 1900 the number on the roll was 138.

2. The ordinary period of training extends to three years. Candidates for the first year must be at least fourteen years of age, those for the second year fifteen, and those for the third year sixteen, by 31st December immediately preceding their admission. No concessions in regard to these requirements as to age will in future be made.

All candidates for the first year must have passed Standard V. at least; in 1901, Standard VI. will be exacted.

Candidates who have passed the matriculation examination are at present allowed to take the third year of training without having attended the first and second years; and those who have passed the School Higher Examination or Standard VII. to take the second and third years without having attended the first.

3. Government grants of 12*l*. for the first year, 16*l*. for the second year, and 20*l*. for the third year are available for pupil teachers in State-aided schools.

No fees are charged for the central classes and all the books required are provided free. Second-class railway season tickets, also, are granted to pupil teachers connected with schools situated between Cape Town and Wynberg.

4. The annual examinations for pupil teachers are partly practical and partly written. The practical part is conducted by the Inspectors of the Department; the written examination is held during the early part of December of each year.

(v.)—Needlework Classes.

1. The most important step towards methodising the teaching of Needlework in the schools of the Colony was taken in 1893, when the first graded syllabus of work for the Standards was published, and when pressure was thereupon brought to bear on school managers to see that the subject was introduced into all

girls' schools and into as many of the mixed schools as circumstances permitted. This was followed up in the same year by the appointment of a Departmental Instructress, whose duties were to train acting teachers in the best modern methods of teaching the subject.

The first class formed for this purpose was held in the Good Hope Seminary, Cape Town, where a room was kindly placed at Miss Fuechsel's disposal. Success attended the scheme from the first; and as a consequence it was soon decided to draw up a full scheme of work for candidates desirous of obtaining a Special Needlework Certificate. The classes started as an experiment became practically permanent, a more centrally situated room having been obtained at the School of Industry through the kindness of the Principal. They were transferred to the Training School in the beginning of 1900.

2. The classes are conducted with the following objects in view: (1) To show how Needlework may be treated as a class subject and to train ladies to teach it as such; (2) to teach all that appertains to Plain Needlework, from the proper handling of the needle to fashioning a coat and skirt; (3) to prepare ladies who wish to earn one or all of the Needlework Certificates issued by the Education Department.

3. The examination for the Teachers' Special Certificate in Needlework is held annually during the early part of December and is divided into five courses, viz.:—

I. Plain Needlework.
II. Mending.
III. Cutting-out.
IV. Knitting and Netting.
V. Dress Cutting.

The following is the scale of fees:—

A. For teachers engaged in State-aided schools:
  5s. for each of the first four courses;
  10s. for the fifth course.

B. For non-teachers:
  10s. for each of the first four courses;
  20s. for the fifth course.

(vi.)—Drawing Classes.

1. The first attempt to methodise the teaching of Drawing in the State-aided schools was the introduction, in 1895, of a graded syllabus of work for the Standards. As a direct consequence of this, the subject was soon thereafter included among those taught to teachers at the Vacation Courses of Training, and a syllabus of work was drawn up for the guidauce of those who wished to qualify for a Special Certificate in Drawing. At a later date (1898), and in exact imitation of what had been done in connection with Needlework and other neglected school subjects, a Departmental Instructress was appointed, whose duty was to

open classes in Cape Town for the training of teachers and to visit schools in the neighbourhood with a view to the proper organisation and management of their Drawing Classes.

For about two years the Teachers' Classes were carried on under great difficulties, the only meeting place available being the Mutual Hall. They were transferred to the Training School in 1900.

2. The classes in Drawing are intended principally for adult teachers and the students of the Training School, the main object being to prepare such teachers for the examination for the Special Certificate in Drawing.

3. The examination for the Teachers' Special Certificate in Drawing is held annually towards the beginning of December, and the work for it is divided into five courses, viz.:—

(*a*) Freehand Outline Drawing from the Flat.

(*b*) Outline Model Drawing.

(*c*) Geometrical Drawing.

(*d*) Linear Perspective Drawing.

(*e*) Blackboard Drawing.

No fees for these classes are charged to teachers engaged in State-aided schools.

(vii.)—Kindergarten Classes.

Arrangements have been made for introducing from England a skilled and experienced Instructress in Kindergarten, with a view to opening classes for adult certificated teachers in the current year (1900).

(viii.)—Woodwork Classes.

1. The first class for the training of teachers in Woodwork was started in connection with a Vacation Course of Training for Teachers held in Cape Town during the Christmas holidays 1893–94, since which date it has formed part of every similar course. This was supplemented by a permanent class for the teachers of the Cape Division, which met for the first time on 1st July, 1896. Both classes were under the superintendence of Mr. Cook, Woodwork Instructor of Graaff-Reinet and afterwards Stellenbosch. Towards the close of 1897 a Departmental Instructor (Mr. C. Smith Young) was appointed, and since that date the duty of fostering the teaching of the subject has been in his hands.

The only room at first available for the Cape Town Teachers' Saturday Classes was a portion of the Mutual Hall, which had been rented for the training of pupil teachers; subsequently much better accommodation was obtained through the courtesy of the managers of the South African College School. The transference to the new buildings in Queen Victoria Street took place in the beginning of 1900.

2. The classes in manual training are intended principally for adult teachers, the main object being to prepare such teachers for the examination for the Special Certificate in Woodwork.

As, however, it has been found impracticable to attempt Woodwork until boys have reached the Fifth Standard, and as the want has been felt of some simple form of hand-and-eye training to fill the gap between the Kindergarten and the manual training of the higher standards, it has been decided also to hold classes to enable teachers of both sexes to qualify in cardboard modelling. The simpler exercises in this course are suitable for scholars in the Third and Fourth Standards, while the more advanced work may be taken up as an alternative where the expense of Woodwork is prohibitive. The related drawing is similar to that prescribed in the Elementary School Course for Standards III.–VII.

No fees for these classes are charged to teachers engaged in State-aided schools.

VI.—Good Service Allowance and Pensions.

(i.)—*Good Service Allowance.*

1. Although there are indications that some payment similar to good service allowance was made before 1875, it was only in that year that a definite scheme was drawn up and sanctioned by the Government. At a later date (1887) there was associated with the scheme, and made dependent upon it, a scheme for pension, a special Act of Parliament being passed for the purpose. In 1896, as the result of a Special Committee's recommendation, the scheme for good service allowance was revised and extended to all teachers in receipt of Government grants. The same Committee had under consideration the subject of the revision of the Pension Act, this revision being the necessary complement of the changes made in regard to good service allowance. Action, however, had at the time to be deferred.

2. Any candidate for good service allowance must be recommended in the first instance by the inspector of the circuit in which his school is situated. For this purpose every inspector is provided with a supply of application forms, with blank spaces for the requisite information regarding the applicant's qualifications, years of service, and success in work.

3. The inspector's recommendation, accompanied by the above-mentioned details, is submitted to the office for scrutiny, the approval of the Superintendent-General being finally necessary before the teacher's name is placed on the good service list.

4. To be eligible for a place on the good service list, a teacher must have completed five years' *continuous* and *meritorious* service in connection with the Department of Public Education, and the Superintendent-General has in addition to satisfy himself that the school or department conducted by such teacher is thoroughly efficient.

5. The period of apprenticeship as a pupil-teacher cannot be reckoned as part of the above five years' service.

6. Unless a teacher's appointment has been approved by the Department and he is is in receipt of a grant in aid of his salary, he is not considered as having served in connection with the Department, and is not, therefore, eligible for Good Service Allowance.

7. Any breaks in the service of a teacher *must have been* covered by leave of absence. Any period covered by *ordinary* leave of absence is reckoned as service. *Special* leave of absence merely preserves the continuity of service; the period of leave itself is not reckoned.

8. In all cases of breaks of service covered by leave of absence the letter granting such leave of absence should be sent in support of the application for Good Service Allowance; if this for any reason be impossible a reference to the date and number of such letter should be given in the application.

9. The greatest care must be taken to ensure accuracy in the details furnished by the candidate on the form of application, as any error ascertained would at once preclude further consideration of the case.

10. All teachers should keep a careful record of the success of their pupils at inspection, as the Department requires to know the number presented and passed in standards at the last five inspections of their respective classes (and schools, if they be principal teachers).

The matter of leave of absence largely affects the question of Good Service Allowance, and the regulations on the subject will be found below.

11. A teacher's name having been placed on the Good Service List, the first payment will be made at the end of the sixth year of service or immediately if that period be already past. Subsequent payments will be made on application to the Accounting Officer at the end of each year of service, provided the Superintendent-General is still satisfied with the manner in which the duties of the teacher are performed.

12. Payments are made during ordinary leave of absence, but should such leave have expired and the teacher not be reinstated in the service of the Department his name would be removed from the Good Service List.

13. The amount of Good Service Allowance is calculated on the following scale:—

(1) For the sixth, seventh, eighth, ninth and tenth years—25 per cent. of the Government salary grant, unless the Government grant is more than half of the salary, in which case the percentage is reckoned on half of the salary.

(2) For the eleventh, twelfth, thirteenth, fourteenth, and fifteenth years—35 per cent. similarly reckoned.

(3) After the fifteenth year—40 per cent. similarly reckoned.

14. The old scale is reprinted here for the information of those affected by it:—

OLD SCALE OF GOOD SERVICE ALLOWANCES.

Schools	Teachers	£ s.
Public Schools. *Class I.* (Boys) and *Normal Colleges* (Boys)	Principals and Vice-Principals.	25 0 after 5 years' service. 37 10 „ 10 „ 50 0 „ 15 „
Public Schools. *Class I.* (Boys)	Assistants*	15 0 after 5 years' service. 22 10 „ 10 „ 30 0 „ 15 „
Class I. (Girls)	Principals and Vice-Principals	
Class II. (Boys)	Principals	
Normal Colleges. (Boys)	Assistants*	
Deaf and Dumb Schools.	Principals	
Training Schools (Native), *Boarding Schools* and *Normal Colleges* (Girls)	Principals.	
Public Schools. *Class I.* (Girls)	Assistants*	10 0 after 5 years' service. 15 0 „ 10 „ 20 0 „ 15 „
Class II. (Girls), *Class III.* (Boys)	Principals	
Normal Colleges. (Girls)	Assistants*	
Private Farm Schools.	Teachers	
Mission Schools, *Aborigines Schools* *Approved Infant Schools*	Head Teachers	6 0 after 5 years' service. 9 0 „ 10 „ 12 0 „ 15 „

* This applies only to full Assistants.

15. Professors and lecturers employed in Colleges and Institutions receiving aid from Government under the Higher Education Act are awarded Merit Grants in accordance with the provisions contained in the two succeeding paragraphs.

16. To a professor or lecturer who has completed five years' continuous and meritorious service, and who is in receipt of a grant of 200*l.* per annum in aid of his salary, a Merit Grant at the rate of 75*l.* per annum is awarded (or *pro rata* should such lecturer or professor be in receipt of a smaller grant in aid of his salary). At the termination of ten years' continuous and meritorious service, such Merit Grant is increased to 100*l.* per annum, at which rate it continues so long as such professor or lecturer performs his duties to the satisfaction of the Government.

17. When a professor or lecturer at the time of his appointment to a College or Institution under the Higher Education Act is in receipt of good service allowance, he continues to receive good service allowance at the same rate as during his last appointment until the expiration of five years, when he receives the Merit Grant provided for under the Higher Education Act on the usual conditions.

18. Five *per cent.* is deducted from the amount of each payment of Good Service Allowance and Merit Grant as a contribution to the Teachers' Pension Fund.

19. In the Superintendent-General's Annual Report a full list arranged according to Inspectors' Circuits, of the names of teachers entitled to Good Service Allowance is published, the month in which the allowance is due being given in each case. Teachers are expected to examine the list, and to communicate to the accounting officer any corrections that may be necessary.

20. The regulations regarding leave of absence are printed hereunder for the information of teachers.

21. A teacher desiring leave of absence must first obtain the consent of the school managers, who, on applying to the Superintendent-General for his approval, must intimate their consent, and their satisfaction with the substitute proposed.

22. Whenever a teacher is absent from his or her school without the approval of the Superintendent-General, the Government grant will remain in abeyance.

23. A professor, lecturer, or teacher may obtain *special* leave of absence, at any time, for a period not exceeding six months, without salary, on the Superintendent-General of Education and the managers of the college or school with which he is connected being satisfied with the arrangements made for the discharge of his duties throughout the period of his absence. The period of absence shall not count for service.

24. A professor, lecturer, or teacher, who has completed five years' continuous active service, may obtain *ordinary* leave of absence for a period not exceeding twelve months, on the Superintendent-General of Education and the managers of the college or school with which he is connected being satisfied with the arrangements made for the discharge of his duties without extra cost to the Education Department throughout the period of his absence. The period of absence is to count for service, and the merit grant or good service allowance is to be paid as in actual service. No ordinary leave shall be granted again except after an interval of five years' continuous active service.

25. When a professor, lecturer, or teacher, by reason of the expiry of his engagement with the managers, or by reason of his resignation from ill-health or other sufficient cause, shall be temporarily out of public employment, he may be considered as absent on leave, without salary, for a period not exceeding twelve months; and when he resumes active service the breach of service caused by this suspension of public employment may be condoned if the Superintendent-General of Education is satisfied that such termination of engagement or temporary suspension of employment has not been brought about by the misconduct of the professor, lecturer, or teacher; but the period during which he was out of public employment will not count as actual service, nor will any merit grant or good service allowance be paid during that period.

26. A professor, lecturer, or teacher who, by reason of the inspector's report on the college, school, or department with which he is connected, is in danger of having his name removed

from the list of those entitled to the merit grants or good service allowance may appeal to the Superintendent-General of Education for special inquiry into his case; and the decision of the Superintendent-General of Education after such inquiry, shall be final.

(ii.) *Regulations regarding Award of Pensions.*

(*a*) 1. To be eligible for pension, a teacher must on his retirement have completed fifteen years' service in connection with the Department, and must be in receipt of good service allowance.

2. Further, such retirement must have taken place by reason of the teacher having reached sixty years of age, or having become incapacitated for further work by reason of ill-health.

3. Should the retirement have taken place on the grounds of ill-health, a medical certificate to the satisfaction of the Superintendent-General must be submitted in support of the application.

4. The text of the Teachers' Pension Fund Act, No. 43, of 1887, is published hereunder, in terms of which all pensions are granted.

Teachers' Pension and Fund Act, No. 43, of 1887.

Whereas it is expedient to fix the conditions on which professors, lecturers, and teachers shall become entitled to merit grants or good service allowance, and to regulate the amount of such grants or allowances; and whereas it is expedient to provide for the continuance of merit grants or good service allowance to professors, lecturers, and teachers who may retire from actual service, and to provide for the establishment of a Teachers' Pension Fund. Be it enacted by the Governor of the colony of the Cape of Good Hope, by and with the advice and consent of the Legislative Council and House of Assembly thereof, as follows:—

(1) No professor, lecturer, or teacher shall be entitled to be put on the Good Service List, or to draw a Merit Grant or Good Service Allowance, unless the Superintendent-General of Education is satisfied that such professor, lecturer, or teacher has completed five years' continuous and meritorious service in connection with the Department of Public Education, and that the college, or school, or department conducted by such professor or lecturer, or teacher is thoroughly efficient.

(2) It shall be competent for the Governor to remove the name of any professor, lecturer, or teacher from the Good Service List whenever the duties of his office are not performed to the satisfaction of the Superintendent-General of Education, and to restore such name to the said list on the recommendation of the Superintendent-General of Education.

(3) Every professor or lecturer who has completed fifteen years' service in connection with the Department of Public

Education, and who is on the Good Service List and is in receipt of a Merit Grant not exceeding 100*l.* per annum (as fixed by Section 6 of the amended schedule (1882) to the Higher Education Act No. 24 of 1874), shall, on his retirement from active service by reason of his reaching sixty years of age or being incapacitated by ill-health, continue to receive such Merit Grant annually for the rest of his life, with an addition of 25 per cent. for a service of fifteen years and under twenty years, and of 50 per cent. for twenty years' service and upwards.

(4) Every teacher who has completed fifteen years' service in connection with the Department of Public Education, and who is on the Good Service List, and is in receipt of the Good Service Allowance, shall, on his retirement by reason of his reaching sixty years of age, or by being incapacitated by ill-health, continue to receive the annual Good Service Allowance for the rest of his life, with an addition of 50 per cent. for a service of fifteen years and under twenty years; 75 per cent. for a service of twenty years and under thirty years; 100 per cent. for a service of thirty years and upwards.

(5) The scale of good service allowances to teachers shall be as laid down in the schedule hereunto annexed; and no change in the scale shall take effect until it shall have been assented to by both Houses of Parliament.

(6) From the Merit Grant or Good Service Allowance, for every professor, lecturer, or teacher to whom such grant or allowance may be lawfully assigned, there shall be made an annual deduction at the rate of 5*l.* per cent. on each such Merit Grant or Good Service Allowance; and all sums so deducted shall be paid into the Colonial Treasury to the credit of a separate account to be called the Teachers' Pension Fund.

(7) The provisions of the fourth, fifth, sixth, and seventh sections of the Civil Services Pension Fund Act, 1886, shall, *mutatis mutandis*, apply to the Teachers' Pension Fund.

(8) It shall be lawful for the Governor from time to time to frame bye-laws, fixing the conditions and times of leave of absence of professors, lecturers, and teachers, with or without salary; and also regulations under which any professor, lecturer, or teacher may appeal to the Superintendent-General of Education in respect of any Inspector's report which may appear to effect or endanger his claim to a Merit Grant or Good Service Allowance; and, further, the conditions under which any temporary suspension of employment, or any other special circumstances beyond the control of the professors, lecturers, and teachers, shall be held not to deprive them of the benefits by this Act.

(9) No pension under this Act shall be awarded until after the expiry of twelve months from the taking effect of this Act.

(10) This Act may be cited for all purposes as "The Teachers' Pension and Fund Act, 1887."

Sections 4, 5, 6, *and* 7 *of the Civil Service Pension Fund Act,* 1886, *above referred to.*

4. Interest at the rate of 5*l.* per centum per annum on the balance of the said fund in the Treasury on the 13th day of June in each year shall be paid into the said fund out of the general revenue.

5. The rate of deduction mentioned in the first section of this Act may from time to time be altered by the Governor, provided that no such alteration shall take effect until the Legislative Council and House of Assembly shall have communicated to the Governor their concurrence therein.

6. It shall be lawful for the Treasurer of the Colony to invest any portion of the balance to the credit of the Fund in Government Debentures or Stock, and to sell any such Debentures or Stock which may have been previously purchased.

7. A statement of all moneys received and disbursed under the provisions of this Act, and of all investments and sales under the provisions of the last preceding section, shall be laid before both Houses of Parliament annually.

VII.—Inspection.

The following instructions have been framed for the guidance of the inspectors in their work of school inspection:—

I. General Instructions.

1. The duties of Inspectors of Schools are to visit and examine all Day Schools, Boarding Schools, and Departments, and other Institutions liable to inspection under the provisions of the Education Act No. 13 of 1865; to examine into the state of the buildings and the school furniture, to ascertain by examination the attainments of the scholars, and to inquire into the efficiency of each school in regard to the locality in which it is placed; to ascertain the qualifications of teachers, and of candidates for employment as teachers; to see that the conditions of aid are observed, and to call for such returns from the managers and teachers as they may require, in order to get full information.

2. The Inspectors encourage and co-operate with local efforts for the extension and improvement of elementary education, and without interfering in the management and discipline of any school, press upon the attention of managers and teachers such changes as appear desirable in the accommodation for the school and the teachers, the methods of teaching, the text-books, furniture, and other apparatus, as well as the discipline and general organisation of the school.

3. After the Summer vacation, the inspection begins early in February.

4. Each Inspector furnishes a weekly diary, according to a form prescribed by the Department, and a monthly report embodying in details the results of inspection. These reports are printed and copies are sent to the Managers of Schools.

5. The Series of Standards I. to VI. will be sufficient guide to ensure a uniform classification of the scholars after examination in elementary subjects of instruction. The higher subjects of instruction will be specially reported on.

II. On Securing Uniformity of Inspection.

6. The Inspectors employ the same method in classifying scholars under the standards.

7. The printed schedule, No. I., should be sent to the teacher of a large school some days before inspection, that he may fill in the names and the Standard in which each scholar passed at the previous inspection. In the case of small schools, the Inspector will carry schedules with him and cause them to be filled in before the inspection begins.

8. The Royal Readers No. I., II., III., and IV. sufficiently indicate the requirements for reading under the respective standards. There should be at least two different sets of reading-books in each school.

9. The passage for dictation should be selected from a reading book in use. One line legibly written and with not more than two mistakes for Standard II., six lines with not more than six mistakes for Standard III., and eight lines with not more than four mistakes for Standard IV., should constitute a pass.

10. To pass in any standard in arithmetic, each scholar should, as a rule, work correctly one of the three questions put; but of the subjects of Standard IV., at least two must be done correctly.

11. The results of the inspection, that is, the standard under which each scholar is classed, should be recorded in the daily register (No. II.), under the column headed "remarks," and the record should be signed by the Inspector before leaving, or a certified copy of the record (Schedule I.) should be attached to the school register. This will show what progress is made by each scholar from year to year.

12. With regard to other elementary and also to higher subjects, the Inspector should report on the style of teaching, the general accuracy of the work done, and the stage to which the pupils have advanced in each subject.

13. Where the course of instruction permits a choice of specific subjects, the Inspector will be careful to note what subjects have been chosen, and to which of the staff the teaching of such subjects is assigned.

14. The examination will extend to all the subjects required to be taught in the respective classes of schools; and also to Freehand Drawing and Object Lessons.

15. SCHEDULE I. (SPECIMEN).

RECORD OF PASSES.

Date of Inspection..............................189
Name of School....................................
Order ....*Class*....................

	1	2	3	4	5	6	7	8	9	10	11	12	Standard.	
NAME.	Reading.	Dictation.	Parsing and Analysis.	Geography.	Writing.	Arithmetic.	History.	Geography, Physical.	Natural Science.				Last Year.	Now.

Teachers are instructed to keep the record of passes for reference.

16. The Inspectors will see that the time-table and School Almanac are posted in every School, and will inquire into the claims of Teachers to be put on the Good Service List.

III Registers, Returns, and Inspectors' Visits.

The following regulations regarding Registers, Returns and Inspections are in force in the schools inspected by the Department of Public Education:—

(i.) *School Registers.*

1. All teachers must keep a "Class Register" (No. II.), and all schools, except Private Farm Schools, must also have a "Register of Admission and Withdrawal" (No. I.) and a "Summary" (No. III.) kept by the Principal Teacher.

2. The name of each child admitted to the school should be entered in the Admission Register, and the index number opposite the name in the Admission Register is the number to be inserted opposite the child's name in the Class Registers.

3. Enquiry should be made of the parents as to the cause of any absence, and the teacher should ascertain as soon as possible whether an absent child is withdrawn from school or not, no name being allowed to remain on the roll more than a fortnight after the child has ceased to attend unless it is definitely understood that the child will come back to school. All withdrawals should be entered in the Admission Register (No. I.), and the return of any child who has been withdrawn should be noted under the same number.

4. No name should be entered in the Class Register for any quarter unless the child has actually attended at some time during the Quarter. (This supersedes the instruction given on the back of the Quarterly Return Forms now in use.)

5. The attendance is to be marked in the Class Register both *morning and afternoon*, and the necessary entries in the Summary Register must be made every Friday afternoon.

6. School Registers are the property of the Government, and are not to be removed from the school or in any way destroyed. When any school requires a further supply, application should at once be made to the Department.

(ii.) *Attendance Return.*

1. All schools are required to send in a Quarterly Return of Attendance on the last school day of each Quarter as shown in the School Almanac, addressed to the Superintendent-General of Education, *Statistical Branch.* Even when permission has been granted to depart from the ordinary Vacations, the Return should be made up for the usual period, reckoned from the last school day of one quarter (as shown on the School Almanac) to the last school day of the next. A reference to the official letter authorising the change of Vacation should be given in the Return for any Quarter in which the number of school days is affected by the change.

2. Unless the Quarterly Attendance Return is punctually sent in to the Education Office, it will be taken for granted that the school has been closed, and the grant will cease. In the case of Private Farm Schools no grant will be paid for any Quarter for which such a Return has not been received.

3. Full instructions as to the method of filling in the Quarterly Return of Attendance will be found on the back of the form, which is reprinted below for reference. Teachers are warned that any misrepresentation of facts on this form will result in serious action against them on the part of the Department.

4. Institutions drawing aid from Government under the Higher Education Act must furnish a Quarterly Return of the number of students in attendance, with particulars of courses followed, on a special form provided for the purpose.

(iii.) *Inspections.*

1. Visit of Inspector. Deputy inspectors of schools may visit and report on the general state of any school, and examine the work of the various standards, with or without previous notice.

2. Preparations for Inspection. A school inspection form and class schedules will be supplied by the inspector to be filled up by the principal teacher in accordance with the following instructions:—

School Inspection Form. The principal must be careful to inform himself concerning the finances of the school, and in particular as to all the annual grants given by the Department, viz.:—

Grants for salaries of teachers, boarding superintendents, &c.

Capitation grants (*i.e.*, for indigent boarders, apprentices, and pupils in training schools).

Interest on building loans (schools and teachers' residences).

Rent for schools and teachers' residences.

A statement of the local contribution to the various salaries must be at hand at the time of inspection.

Class Schedule. As a rule, each class should have a separate schedule. If the school be a mixed one the names are to be entered in the following order: First, white boys; second, coloured boys; third, white girls; fourth, coloured girls; an unoccupied line being left between the various divisions. Opposite each pupil's name, in the proper column, are to be entered the pupil's age and the standard reached at the last inspection. If the pupil was present at last inspection, but below Standard, "O" is to be entered opposite the name; if not present, "abs." On the back of each schedule is to be entered the range of any work done by the class in addition to that prescribed in the Elementary School Course. Lists of songs prepared by the pupils, and of Object Lessons, and graded examples of the various stitches and kinds of Needlework, should be presented.

3. Arrangements at Inspection. The Principal should make such arrangements that the inspection may proceed with smoothness and despatch. Every possible means should be used to secure a large and punctual attendance. The pupils should be seated in the order in which their names are entered on the Schedules; each pupil should have his reading-book, copy-books and writing materials ready. During the inspection all the classes that are not actually being examined should have some quiet work provided.

4. Examinaton of Registers. All registers should be ready for examination at the time of the visit of the Inspector, who will report to the Department regarding any irregularities. The attendance of pupils receiving Indigent Boarder Grants should be brought specially to the Inspector's notice.

5. Reports. The correspondent or Secretary of every school under the Department will receive a copy of the Inspector's report on the school as soon after the inspection as possible. Copies of reports of informal visits by inspectors, and of visits made by the departmental instructors or instructresses of Drawing, Needlework, Singing, or Woodwork will be forwarded when they contain anything calling for special attention.

6. Communication of Reports to Managers and Teachers. Immediately on the receipt of any such report, the secretary or correspondent must communicate it to all the managers, and to all the teachers; and the principal teacher must see that a copy of it is inserted in one of the School Registers, in order that it may be at hand for reference. Managers and Principals of schools will give the members of the staff an opportunity of making extracts of such portions of any reports as may concern them or their work.

APPENDIX.

E. 41.

QUARTERLY RETURN OF ATTENDANCE, &c.

Quarter ending ....189.....

Name of Division, ...

Name of School, ...

Class of School, ...

I.—NUMBER OF TEACHERS.

	Adult Teachers.		Pupil Teachers.		
	Certificated.	Uncertificated.	1st Year.	2nd Year.	3rd Year.
Male - - - -					
Female - - -					

II.—NUMBER OF PUPILS.

	Boys.		Girls.		Total.
	White.	Coloured.	White.	Coloured.	
Number of Pupils on the Roll -					
*Average Attendance for the Quarter - - - - -	(Only the total required.)				
Lowest Weekly Average Attendance during the Quarter -	(Do.)				
Number of Boarders - - -	(Do.)				

*The School was open............days during the Quarter. The School hours are from...........to...........and from...........to...........

III.—SCHOOL LIBRARY.

Number of Volumes -	Number of Readers -	Charge per Quarter -

....

PRINCIPAL TEACHER.

INSTRUCTIONS FOR FILLING UP THIS FORM.

1.—NAME AND CLASS OF SCHOOL.

The name of the town, village, or farm where the school is situate hould be given under the heading "Name of School."

The following contractions should be used in defining the "Class of School" on the third line, viz.:—

Sp.	Special Institution.
A.1	First Class Undenominational Public School.
A.2	Second do. do. do.
A.3	Third do. do. do.
D	District Boarding School.
E	Evening School.
P.F.	Private Farm School.
Poor	(Extra-aided) Poor School.
B	Mission School.
C.1	Aborigines' Institution.
C	do. School.

The religious denomination, if any, with which the school is connected should be mentioned.

2.—CERTIFICATED.

This refers only to professional certificates. The recognised professional certificates are—British Privy Council, or certificates from other European Governments; Cape First Class, Cape Second (Middle) Class, Cape (or Natal) Third Class; and all teachers not holding one of these are to be returned as uncertificated.

3.—PUPIL TEACHERS.

All persons connected with the school, whether as pupils or as teachers, who will be candidates at the Pupil Teachers' Examinations in December next, should be included in the figures given here.

4.—NUMBER OF PUPILS ON THE ROLL.

Here give the total number of names of pupils who have been in attendance at any time during the quarter. At the commencement of each quarter the names of all pupils in actual attendance at the end of the previous quarter, and not known to have been withdrawn, should be entered on the roll. But no such name should be kept on the roll for more than two weeks unless it be known for certain that the pupil intends to return.

5.—AVERAGE ATTENDANCE FOR THE QUARTER.

This is to be found by adding the weekly averages of the quarter and dividing by the number of weeks.

6.—SCHOOL DAYS.

If the school has been closed on any day during the quarter not specified in the almanac as a holiday, or for which permission was not previously obtained from the Education Office, a written explanation should at once be forwarded to the Superintendent-General of Education.

7.—DESPATCH OF THE RETURN.

Neglect to fill in and despatch this return to the Education Office on the last school day of the quarter to which it refers will endanger the grant to the school.

In the year 1899, 2,628 detailed inspections were held. The Superintendent-General remarks that "the very least that should be aimed at is one inspection of each school per annum," and, unfortunately, this low ideal has not yet been quite attained.

A marked increase in the number of informal visits of inspection was reported in 1898 and in 1899. In consequence of

these surprise visits, considerable improvement has taken place in the average attendance at a number of defaulting schools. Mission Schools and outlying Farm Schools are the most frequent defaulters. Special improvement is noted in the Railway Schools, which can all be visited easily two or three times a year. The Superintendent-General reports that "in only a few instances was a teacher found absent from duty, but instances of neglected registers were much too common."

VIII.—Finance.

In the financial year ending June 30, 1899, the total expenditure was 270,758*l.* 14*s.* 9*d.*, this sum being apportioned as follows. The figures are also given for 1898 :—

—	1898.			1899.		
	£	*s.*	*d.*	£	*s.*	*d.*
Office - - - - - -	5,575	4	8	5,783	4	3
Inspection - - - -	12,843	1	3	13,726	7	2
Higher Education - -	11,608	14	7	15,399	5	1
Training of teachers -	8,975	0	8	9,938	15	0
Schools - - - -	126,020	13	5	225,710	15	3
	235,022	14	7	270,758	6	9

The following table shows what percentage of the total was expended on each item of the account:—

—	1898.	1899.
Office - - - - - - - - -	2·37	2·14
Inspection - - - - - - -	5·46	5·07
Higher education - - - - -	4·93	5·76
Training of teachers - - - - -	3·81	3·67
Schools - - - - - -	83·40	83·32

In the financial year ending June 30, 1898, the cost to the Government per pupil was 2*l.* 6*s.* 4½*d.*, or 2*s.* 2½*d.* more than in the preceding year. In 1899, the corresponding figure was 2*l.* 7*s.* 2*d.* and 11½*d.*

The average rate of grant per pupil was 2*l.* 0*s.* 8¼*d.* in 1898, and 2*l.* 1*s.* 10½*d.* in 1899, the schools receiving more than the average being (roughly speaking) those for white children.

The following were the estimates of expenditure on education, 1898–99. The table shows the rates of aid in a compendious form :—

Explanation of Conditions under which aid is afforded from Public Funds :

HIGHER EDUCATION ACT, NO. 24 OF 1874.

SCHEDULE AS AMENDED, 1882.

A Grant not exceeding, in the first instance, 200*l.* per annum, is made in aid of the Salary of a Professor or Lecturer.

When a Professor or Lecturer, appointed under this Act, has completed five years' continuous and meritorious service, a special addition to the grant, not exceeding 100*l.* may be made.

ELEMENTARY EDUCATION ACT, NO. 13 OF 1865, AND SUPPLEMENTARY REGULATIONS.

UNDENOMINATIONAL PUBLIC SCHOOLS.

Class I.—A Grant not exceeding 200*l.* per annum for the principal ; 150*l.* per annum for the vice-principal ; 125*l.* per annum for each assistant teacher.

Class II.—A Grant not exceeding 150*l.* per annum for the principal ; 100*l.* per annum for the vice-principal ; 75*l.* per annum for each assistant teacher.

Class III.—A Grant not exceeding 100*l.* per annum for the principal ; 60*l.* per annum for each assistant teacher.

GIRLS' SCHOOLS.

A Grant not exceeding 120*l.* per annum for the principal ; 90*l.* for the vice-principal ; 75*l.* per annum for each assistant teacher.

DISTRICT BOARDING SCHOOLS AMONG THE AGRICULTURAL POPULATION.

Principals not to exceed 100*l.* per annum ; Assistants 60*l.* per annum ; and capitation allowances to indigent boarders, 12*l.* per annum, and also for indigent children under private instruction on farms.

Trade Classes, 50*l.* per annum.

MISSION SCHOOLS.

Class I.—For a series of schools, infant, juvenile, and industrial, the annual allowance is 75*l.*

Class II.—Where the children form only one school the annual allowance is 30*l.*

Class III.—At outstations the annual allowance is 15*l.*

Mission Schools (Additional Regulation).

That when the average attendance at a Mission School exceeds 100 children, an annual grant in addition to 75*l.* will be available for teachers' salaries, provided that for every pound so given 20*s.* are contributed locally, the maximum for each additional 100 children not to exceed 40*l.*

BOARDER DEPARTMENT. ABORIGINES.

I. SALARIES :—Principal	£100	II. SALARIES :—Teacher	£40
(Institutions) Assistant	40	Sewing Mistress	10
Sewing Mistress	10		

III. SALARY :—Teacher £20 to £30.

IV. INDUSTRIAL AND BOARDING INSTITUTIONS :—

Boarders £10 to £12 each per annum.
Apprentices £15 do.
Trade Teachers not exceeding £120 do.

V. Trade Classes and Industrial Departments :—
£50 per annum each.

Private Farm Schools.

For each child present on the day of inspection, and shown to have been under regular instruction for the past twelve months :—

If under a certificated teacher - - -	£3	0	0
If under an uncertificated teacher - -	2	0	0

The capitation grants to be paid for children who, after examination, have passed the Standards of Elementary instruction, to be as follows :—

For a pass in the 1st (lowest) Standard - -	£0	10	0
" 2nd " - -	0	15	0
" 3rd " - -	1	0	0
" 4th (or higher) " - -	1	5	0

No grants payable on account of the attendance and attainments of the children taught, and on account of allowances for indigent boarders (at the rate of not exceeding £12 per annum), shall exceed in the aggregate forty pounds per annum on one farm.

Poor Schools.

Extra Aided and Poor Schools.—If it be proved to the satisfaction of the Superintendent-General that the people of European extraction in a locality are too poor to maintain a public school on the ordinary conditions, or that a number of them are too poor to pay the usual school fees, extra aid will be given.

When in such a locality no school already exists, and the people guarantee that the teacher will receive from them board and lodging, or an equivalent in lieu thereof, the Education Department will pay as follows :—

(*a*) To an approved certificated and experienced teacher 15*l*. a quarter, to an approved uncertificated teacher 12*l*. a quarter, so long as an average attendance of twelve is maintained.

(*b*) To an approved certificated and experienced teacher 20*l*. a quarter, to an approved uncertificated teacher 15*l*. a quarter. so long as an average attendance of twenty-four is maintained.

Boarding Grants.

In the case of children whose home is not within three miles of a school, and whose parents are too poor to provide for their education, a grant in aid of their maintenance at an approved boarding school will be paid by the Education Department, the amo··nts to be dependent on circumstances, but in no case to exceed 12*l*. per child per annum.

Railway Schools.

£30 on the following conditions :—

1. A daily attendance of at least ten scholars.
2. A local Committee of three Managers to guarantee free board and lodging for the Teacher, and a local cash payment of £10 per annum.
3. Managers to be selected with the consent of the Education Department.
4. Managers and Teachers to be approved by the Education Department.
5. Railway Department to provide accommodation for school.
6. School fees to be fixed by agreement between the Education Department and Managers.
7. School fees to be applied to cash payment of Ten Pounds (£10) per annum to Teacher, purchase of books, etc., and petty expenses of management.

Additional Grants for Special Subjects.

Drawing, Class Singing and Dutch should be taught by regular staff, no additional fee to be charged. Grant to special teacher where required, not to exceed maximum grant to assistant in same school.

Handiwork. Preferably taught by regular staff. Grant of £50 per annum to visiting teacher of class of at least twenty pupils.

ESTIMATES OF EXPENDITURE FOR THE YEAR ENDING 30TH JUNE, 1899.

EDUCATION.

—	Amount.	Reference to last year's Estimates. Increase.	Decrease.
SUMMARY.	£	£	£
34. EDUCATION (exclusive of Native Territories).			
A. Head Office :—Establishment	12,178	612	
B. Special Contributions	10,420	3,905	
C. Higher Education Act	8,809	1,067	
D. Undenominational Public Schools	69,494	2,895	
E. District Boarding Schools	8,965	165	
F. Private Farm and Poor Schools	23,988	1,500	
G. Mission Schools	27,426	152	
H. Native Industrial Institutions	7,779	314	
I. Pupil Teachers and Training of Teachers	30,823	1,335	
J. Good Service Allowance to Teachers	10,000		
K. Transport	7,200	100	
L. Educational Survey	300		
M. Miscellaneous	22,808	3,230	
N. Teachers' Pension Fund	1,200	200	
O. School Buildings	14,000	1,500	
P. Grants	1,000		
Q. Teachers' Residence and Boarding Accommodation at Vryburg	1,000	1,000	
35. EDUCATION (Native Territories).			
A. Transkei	6,227	179	
B. Tembuland	6,471	50	
C. Griqualand East	6,106	120	
D. Pondoland	557	76	
E. Good Service Allowance to Teachers	600		
F. Pupil Teachers	150	...	100
G. Deputy Inspectors of Schools	1,100	50	
H. Transport	1,300		
I. Miscellaneous Services	950		
J. School Buildings for European Children	1,000		
36. AGRICULTURAL SCHOOLS.	8,620	8,620	
Grand Total	290,471	...	...
	Net Increase, £24,970.		

Recapitulation.			
34. Establishments £12,178; Exclusive of do. £245,212	257,390	15,975	
35. Native Territories	24,461	375	
36. Agricultural Schools	8,620	8,620	
Grand Total	290,471	...	..
	Net Increase, £24,970.		

IX.—Building Loans for Poor Schools.

Building Loans to Poor Schools.—On the recommendation of the Superintendent-General, the Government may lend money to the managers of any public school in order that property may be acquired or buildings erected for school purposes, and half of the interest on any such loans will be borne by the Education Department.

All the transactions connected with the acquisition of such property and with the erection of such buildings must be performed to the satisfaction of the Superintendent-General.

All such property and buildings must be vested in trustees as recommended by the Education Commission.

X.—Grants for School Buildings.

Grants for School Buildings.—Aid is given towards the erection or enlargement of (1) schoolrooms, used only for the purposes of an undenominational public school; (2) residences of principal teachers of such schools, including dormitories and other accommodation required for boarders; (3) dormitories and class-rooms connected with district boarding-schools among the rural population; (4) workshops used only for the training of natives in handicrafts.

The grants are in proportion to the amounts actually raised by local contributions, pound for pound, subject to the limitations that no grant for any one institution shall exceed 1,000*l.*, and that the grant shall be paid in instalments on satisfactory evidence of work done. The sites and plans of buildings are subject to the approval of the Government.

The terms of the trust deed in every case must be such as to satisfy the Government, and must provide, *inter alia*, that (*a*) the buildings should be used only for the purposes of an undenominational public school (or a "district boarding school" or a "native workshop") conducted under such conditions and regulations as may from time to time be fixed by Parliament; and (*b*) that if the buildings cease to be required or to be used for these purposes within twenty years from the date when the grant was paid, the Government shall have the right by sale of the property, or otherwise, to recoup itself to the full extent of the grant.

The following Regulations on the subject of Building Grants were added to the *corpus* of School Law in 1893 and 1896:—

1893.—1. On the recommendation of the Superintendent-General the Government may lend money to the manager of any Public School in order that property may be acquired or buildings erected for school purposes, and half of the interest on any such loans will be borne by the Education Department.

1893.—2. All the transactions connected with the acquisition of such property, and with the erection of such buildings must be performed to the satisfaction of the Superintendent-General.

1893.—3. All such property and buildings must be vested in trustees as recommended by the Education Commission (1892).

1896.—4. In the case of an approved Model School erected with the sanction of the Superintendent-General of Education to serve the double purpose of a Public School and a training institution for teachers, and therefore supplying the wants not merely of the town or division in which it is situated, but of the greater part or whole of an Inspector's circuit, two-thirds of the interest and sinking fund charge on the loan will be contributed by the Department.*

The original suggestion on which these regulations were made will be found in the answer of Sir Langham Dale to the Commission of 1891. It will be noticed that he himself got the idea from the practice of the Kerkraad of the Dutch Reformed Church in regard to school property.

"Sir Langham Dale saw no difficulty in constituting bodies of trustees, who would form 'School Committees' under the Education Acts, and would be in the same position as voluntary bodies in England in regard to the holding of property. He was of opinion that the system tended towards that arrangement. As an instance, he spoke of the 'Kerkraad' of the Dutch Reformed Church, which owns the greater part of the Public School property. The Kerkraad cannot apply for a building grant, as no grants are given to churches. Accordingly, they execute a deed to the effect that if they get a grant of money, say on the £ for £ principle, the Kerkraad will engage with the Education Department that the buildings shall be used only for the purposes of an Undenominational Public School; and that, if at any time within twenty years they cease to be so used, the Government shall have the right to recoup itself for the money given in building grants by selling in the property. The title thus belongs to the Kerkraad, and if they sell the property they must refund the money to the Government. This practically means that the Government has a mortgage on the property in security for their building grant.

The following are the current instructions regarding the issue of loans for school buildings, and the regulations as to building requirements.

* RENT.—*When it is found impossible for the managers of a Public School to become possessed of land and buildings necessary for school purposes, including a dwelling-house for the principal teacher, and such property of an approved character can be hired at a reasonable rent, the Education Department will pay half the rent.*

I.—General Conditions.

1. Under the provisions of Act 11 of 1882, Act 14 of 1895, Act 15 of 1898, and Proclamation No. 388 of 1893, loans are granted to legally constituted managers of undenominational public schools for the following purposes:—Purchase, erection, and alteration of school buildings, gravelling and fencing school grounds and sites, survey charges and architects' fees, and extinction of debt incurred.

2. The cost of school furniture and appliances and movable fittings cannot be covered by loan.

3. The loans are granted on the sinking fund principle for the period of 25 years, and are redeemed in that time by annual payments of *6l.* *7s.* *4d.* per cent.

4. Half the annual charges are borne by the Education Depart ment, and half by the local managers of the school.

5. The property must be vested by transfer in the following trustees:—The Civil Commissioner of the Division, the Superintendent-General of Education, and the Chairman of the Committee of Managers, each for the time being, and their respective successors in office.

6. The property on which the loan is raised is bonded by the trustees to the Government as security for the due payment of the loan. By Act No. 6 of 1893, no transfer duty is payable on property transferred for the purpose of an undenominational public school. To secure this exemption a certificate from the Superintendent-General of Education must be obtained.

7. After the issue of a loan, the cost of maintenance of the buildings to the satisfaction of the Department of Public Works is to be met by the local Managers of the school. As the property bonded is the only security for the loan, it is of course imperative that its value should be retained undiminished by means of necessary repairs, and therefore it is to be clearly understood that this obligation is entered into by the Managers of the school upon their signing the form of application for the loan.

8. Loans are not granted by the Department of Public Education, but by the Government on the recommendation of the Superintendent-General of Education.

9. The Department of Education must be satisfied as to the need of such aid, the suitability of the buildings proposed from an educational point of view, etc., etc.

10. The Public Works Department enquires into the technical detail of the construction of the buildings, the value of the property to be bonded as security for the loan, and deals with the necessary legal formalities for the due transfer of the property and its mortgaging as security.

11. The loan is issued by the Treasury, and in the case of erection of buildings is subject to a retention of fifteen per cent.

until the Chief Inspector of Public Works shall have issued a final certificate to the effect that it has been completed to his satisfaction.

12. The payments of the contributions towards the redemption charges are made half-yearly through the Civil Commissioner of the Division.

2.—PROCEDURE.

13. The following procedure should be followed in application for school building loans from managers of schools.

14. The circumstances making a loan necessary, its specific object, and estimated amount should be stated in the preliminary correspondence with the Education Department. This correspondence should also indicate the nature and extent of existing accommodation and site, their value (whether by market valuation or Divisional Council), the date and amount of any previous Government aid, by loan or grant, etc.

15. If the Superintendent-General is satisfied as to the need of a loan, he will undertake generally to support the application.

16. The Managers should then submit the following pencil sketch plans. (*a*) A block plan to show the extent of the site and position of the buildings, and (*b*) in the case of new buildings a ground plan, for consideration and amendment.

17. It must be carefully noted that at this stage detailed working plans should *not* be framed and submitted. Such action will most probably involve delay and expense, as the draft plans submitted may have to be considerably modified.

18. When a draft plan has been considered and is agreed upon by the Managers and the Superintendent-General, he will direct them to instruct their Architect to prepare duplicate sets of working plans, including ground plans, roof plans, sections and elevations, and two copies of specifications. Upon these they will invite tenders, and will submit to the Superintendent-General the names of the tenderers, the amounts of the tenders, and their proposed selection from them.

19. The Superintendent-General will then be prepared to forward their application (on a form supplied by the Education Department) to the Department of Public Works, along with the duplicate plans and specifications, and will recommend the issue of the loan, and undertake to bear half the annual charges.

20. At this point the matter will really have passed out of the hands of the Department of Public Education.

21. The Department of Public Works will scrutinise the plans, and if found suitable will return to the Managers one copy of the plans and specifications endorsed as approved. The Department will also—if the loan is approved—deal with the further necessary legal steps, and will on these points communicate with the Managers of the school directly, and not through the medium of the Education Department.

22. As soon as Carpenters and Joiners' work is commenced upon any school building affected by these regulations, a policy of insurance against fire must be taken out, either by the Committee or by the Contractor, to cover the value of the buildings when erected. When the buildings are completed, this policy must be ceded to the Treasurer of the Colony, as collateral security for the loan, and be lodged in the Treasury, Cape Town.

3.—BUILDING REQUIREMENTS.

23. In planning school and class rooms, at least twelve square feet of floor per child should be allowed, and at least one hundred and forty-four cubic feet of space per child.

24. Class-rooms should be well ventilated by the admission of fresh air through inlet gratings fixed in the walls about six feet above the floor, vitiated air being extracted by approved ventilators fixed to the roof and connected by gratings in the ceilings of the rooms.

25. As far as possible light should be arranged to fall from the left of the pupils.

26. All vacant wall space round the room, not only immediately in front of the class, should be utilised for blackboards. The walls should be prepared with a suitable cement surface covered with blackboard composition. Such wall blackboard should be of, say, three feet in height, the top being about six feet above the floor. It is desirable that the wall blackboard immediately in front of the class should be replaced—where possible—by a slate or glass blackboard.

27. In mixed schools there should be separate entrances for boys and girls, separate provision for hat and coat pegs, separate playgrounds, and separate sanitary conveniences.

28. In all cases it is required that the position and nature of sanitary offices proposed be shown on the plans.

29. Each class-room should have a separate and independent entrance. Arrangements should, however, be made for the head teacher to have ready access to all class-rooms.

30. The Education Department has available for the use of Managers in country districts a small selection of school plans, which may be found useful as a guide, but are not to be taken as more that a general indication of essentials.

In the Report for 1898 the Superintendent-General remarks that the School Committees have shown more desire than ever to provide new school buildings, and to promote the physical welfare of the children placed under their charge. The number of competent school architects is reported to have continued to increase. The Department has prepared a complete set of plans for a one-roomed school building, so that all a rural committee in want of a school of this size has to do is to obtain a lithographed copy of the plans (supplied free of charge) to "acquire and have duly transferred a proper site, to advertise for tenders,

to have the selected tender approved by the Department, and then urge the contractor forward." The Department has also prepared a complete set of plans for a school requiring at the outset two rooms, but expected to develope later. These plans, therefore, show how a wing of two other rooms may be added at some future time, and, still later, a second wing of the same size. Printed specifications accompany the drawings, in order that School Committees may be saved all possible trouble.

XI.—Higher Education.

State support to higher education in Cape Colony is regulated by the Act of 1874. This is a short Act of three clauses, the first of which and the preamble run as follows:—

Whereas it is expedient to encourage the advancement of the youth of all classes throughout the colony in literary and scientific studies, and to make better provision for enabling young persons to prepare themselves for the various examinations prescribed, or to be prescribed, by the Cape of Good Hope Be it enacted by the Governor of the Cape of Good Hope, with the advice and consent of the Legislative Council and House of Assembly thereof as follows:—

1. All sums of money granted by Parliament for the purposes of high and professional education shall be administered by the Governor, in accordance with such rules and regulations touching higher and professional education as shall from time to time be approved of by the Governor, with the advice of the Executive Council, and published by proclamation in the Government Gazette. Provided that no such rule or regulation, nor any alteration or rescission thereof, which may from time to time become expedient, shall be proclaimed by the Governor, or shall take effect, until such rule or regulation, or the alteration or rescission thereof, as the case may be, shall have been assented to by both Houses of Parliament by resolution of each House. Provided also that the regulations contained in the schedule to this Act shall be, and are hereby declared to be, the regulations touching higher professional education for the time being, subject to the alteration or rescission in the manner hereinbefore set forth; and provided, further, that an annual report of the allocation of such sums of money shall each year be laid before Parliament.

The second clause contains a special provision relating to the Graaff-Reinet College, which had been established by the Government in 1860. It was to receive no grants under the provisions of this Act (1874) until the number of professors and lecturers exceeded two.

Clause three repeated so much of the schedule to Education Act of 1865, as would make it possible for the Government to subsidise a place of higher education and a school of the first class in the same locality.

The principle of distribution adopted in the case of these higher institutions is the same as that which prevails in the

administration of the funds devoted to the undenominational public schools, that is to say, the Government makes a grant in aid of the salary of the individual teacher. Such a grant in respect of a professor or lecturer at a higher institution must not exceed in the first instance 200*l*., but after five years' continuous and meritorious service a special addition to the grant, not exceed ing 100*l*., may be made.

Grants of the following amounts were placed on the estimates for the year 1898-99 for the benefit of the institutions named below:—

Graham's Town, St. Andrew's College - - - - -	£945
Cape Town—Law Lecturer - - - - - - -	£100
„ „ South African College - - - - -	£2,783
„ „ Diocesan College - - - - - -	£1,300
Kimberley School of Mines - - - - - - -	£900
Somerset East—Gill College - - - - - -	£650
Stellenbosch—Victoria College - - - - - -	£1,881
Wellington—Huguenot College - - - - - -	£450
	£8,809

In his report for 1899 the Superintendent-General stated that the buildings of the new School of Mines at Kimberley have been completed. But the outbreak of the war prevented them from being put to their proper use. Fortunately they suffered no damage during the siege.

The University of the Cape of Good Hope is a purely examining body and the preparation of students for its examinations is undertaken by the institutions named above.

XII.—Agricultural Education.

(*a*) Report of Select Committee (1895) on Technical Education in Agriculture.

The following is the Report of the Select Committee appointed by orders of the House of Assembly, dated the 16th and 28th May, 1895, with power to take evidence and call for papers, to consider and report upon the best means of supplying the Colony's need of adequate technical education in Agriculture. The Committee consisted of the Secretary for Agriculture, Messrs. Sauer, Merriman, J. C. Molteno, Abrahamson, Dr. te Water, Dr. Berry, and Messrs. Olivier and Lawrence:—

1. Your Committee beg to report that, for the purpose of their enquiry, they have taken technical education in agriculture to mean education or instruction in agricultural practice or in the sciences pertaining thereto.

2. Adequately to supply the Colony's needs in this respect, your Committee consider that provision should be made—

First: for the technical education of boys at school;

Secondly: for a higher course for more advanced students; and

Thirdly: for the wants of those engaged in practical farming.

3. Technical education in agriculture can be provided in the following manner:—

(*a*) In schools, especially those of the first class, in addition to training the youth for the University examinations, upon which the efforts of the teachers and of the managers seem now to be concentrated, efforts should be made to provide a more practical education.

(*b*) Teachers in schools should be encouraged to give the required technical education, particularly in agriculture; and successful work of this special kind should be acknowledged in a manner approved by the Education Department.

(*c*) Managers should be encouraged, perhaps in some instances they ought to be obliged, to equip their schools for technical teaching; and, in the case of agriculture, the equipment should include school gardens, laboratories, and workshops.

Public gardens receiving parliamentary grants might be made available for educational purposes.

(*d*) Text-books, in Dutch and English, should be specially prepared. These books should deal with South African matters and be illustrated correspondingly. They should be issued subject to the approval of the Department of Education, which should also arrange to minimise the risks in the cost of publishing.

(*e*) Pupils taking up these special subjects should be exempted from other subjects proportionately.

4. Higher course for advanced students.—The elementary schools so developed and reorganised, are to be looked upon as feeders for one or more Agricultural Schools or Colleges, or for such existing higher colleges as may aim at providing a special Agricultural Course. The generally admitted want of success of the existing Agricultural Schools points to the necessity of an immediate reconstruction.

5. Your Committee are of opinion that the Government Agricultural Schools, as separate institutions, should be given up. Your Committee find that much of the work done at agricultural schools is unavoidably overlapped by the colleges, and your Committee are of opinion that colleges by suitable endowments for chairs of general agriculture, and by a re-arrangement of their science side, could conveniently undertake such class teaching in agriculture as is now in demand.

6. Scholarships for promising students should be provided. Such students, if unable to pay their ordinary fees, should not be admitted until they have had one year's practical work on a farm.

7. Farmers throughout the colony who are prepared to receive probationers or apprentices should be registered and certified by the Agricultural Department.

8. Facilities for qualifying in science should be provided in connection with the training of teachers at the Normal College, Cape Town.

9. Specialists in science attached to the Agricultural Department should give approved courses of lectures at the colleges. In providing for these lectures the Agricultural Department should see that the course is not likely to be interrupted by the removal of the lecturer.

10. In the Western Districts special subjects of study might be dairying, vine and fruit culture. At some suitable locality in the Eastern Districts there should be an agricultural school or college at which stock-farming should be the speciality.

11. The wants of those engaged in practical farming must be met by the establishment of experimental farm stations on a liberal basis.

12. Travelling instructors are likely, for a long time to come, to render important services to agriculture generally. Ample provision should be made for men of this class.

13. In addition to its course for its students proper, every college should arrange to give short lectures and demonstration courses at convenient seasons of the year for those who cannot otherwise attend.

(*b*) The Government School of Agriculture, Elsenburg.

(1) History.—The first Agricultural School in the Western Province was established at Stellenbosch in 1888, under the control of the Department of Agriculture. The first principal was Mr. F. Blersch, who held the post until his death in 1897, and the main assistants were experts attached to the Department of Agriculture. The school started with 10 pupils. The classes met in rooms rented from the authorities of the Victoria College, Stellenbosch; and, for purposes of demonstration and experiment in strictly agricultural matters, there was also rented from a proprietor in the neighbourhood a piece of garden ground about an acre in extent.

For a period of ten years the school was conducted under these unfavourable conditions of limited class-room and laboratory accommodation and defective opportunities for field work and experiment. Advantage was, however, taken of every opportunity afforded by the presence of experts in viticulture, fruit culture, forestry, etc., attached to the Department of Agriculture, to widen the curriculum of instruction.

In 1898 the control was handed over to the Department of Public Education; and soon after the Government purchased the farm "Elsenburg," situated about seven miles from Stellenbosch, and the school was transferred thither. As a consequence of the change, the students all came into residence at the school, an arrangement most desirable for purposes both of discipline and of practical instruction.

The present Principal was appointed in the same year, the resident staff of teachers was re-organised, arrangements for an improved course of lectures and practical training were effected, a Farm Manager was appointed, and at the same time a thorough reconstruction of the buildings on the farm, with additions to provide class-room accommodation, etc., was immediately undertaken.

(2) Object of the School.—The object of the school is to provide a thorough and comprehensive training in both the theory and practice of Agriculture, as well as instruction in subjects bearing upon Agriculture, for young men who intend to follow the calling of farmers in South Africa.

(3) Size, Situation, and Description of Estate.—Elsenburg is situated one mile from Mulder's Vlei Railway Station, seven miles from Stellenbosch, and about thirty miles from Cape Town.

The estate consists of a fine old Dutch mansion, with farm buildings, school, necessary out-buildings, and about 850 morgen of land. The farm has long enjoyed the reputation of being one of the best in the Stellenbosch district. Many classes of land are to be found on it; sweet and sour veld and vlei are represented; fruit and vines thrive admirably; it is suited to the growth of most varieties of farm crops, and, moreover, it is well adapted for stock farming. Thus it is well fitted to fulfil the requirements of an agricultural educational institution.

Since the acquisition of the property by the Government considerable additions and repairs have been effected in the buildings, and many permanent improvements—such as the planting of orchards and vineyards, the clearing of useless bush, the draining, trenching, and fencing of the farm—have been carried out on the land. The farm, though still in the pioneer stage, is rapidly approaching order, and in its transition period ought to prove highly instructive to students.

(4) Course of Work.—The course is so arranged that the whole of the work may be completed in two years, and in that time pupils may gain a thorough insight into both the practical and scientific aspects of their subject.

The first year's course is to some extent preparatory to the more advanced work undertaken during the following year. Attendance, therefore, for the full term of two years is strongly advised; but the arrangements are such that any student attending for only one year would gain material advantage and would not feel that his time had been wasted.

The time of the students is, as nearly as possible, equally divided between the school and the farm. In this manner theory and practice are ever before the students, and the relation of one branch to another can be thoroughly grasped, and at the same time interest can be stimulated and attention concentrated on the subjects under consideration.

The class-room work consists of lectures and demonstrations in Agriculture in all its branches, viz.:—Dairying, fruit culture

viticulture, winemaking, veterinary work, chemistry, botany, surveying, and book-keeping; and for those who are deficient in subjects of general education, instruction is also given in English, Dutch, and arithmetic.

The practical work on the farm is compulsory, and in view of this all students are expected to come provided with suitable clothing. As far as possible the work undertaken by the students is of an educative nature, though, should occasion arise, they may be required to perform purely manual labour.

In addition to the ordinary work embraced in the time table, each student is required to devote at least one hour every evening to the revision of the work taught during the day, and it is also expected that a general interest in the welfare of the farm will be manifested.

(5) THE DAIRY.—Unless a definite wish to the contrary is expressed by parents, each student is required to devote a full month to the subject of dairying; and during that period he must give his whole time to this subject alone. A commodious new dairy has been erected and thoroughly equipped for butter and cheese making, milk sterilising, and the testing of dairy products.

(6) EXPERIMENTAL STATION.—An experimental station is being established, where the effects of different manures will be demonstrated, and where the suitability of different crops and of different varieties of common crops will be tested for their powers of adaptation to the South African climate. Other work of a scientific, economic and instructive nature will also be carried on, so that students may have an opportunity of gaining an acquaintance with such matters which it would be difficult to obtain elsewhere.

(7) THE MUSEUM.—A small museum has been started for the purpose of making the lectures as practical as possible, and students and others are invited to forward objects of interest to add to the collection.

(8) STANDARD OF ADMISSION.—No student is admitted to the school unless he has passed the Fifth Standard of the Elementary School Course, or some other equivalent examination, and unless he is at least fifteen years of age.

(9) TIME OF ADMISSION.—Students are admitted in January and July.

(10) FEES.—The fee is 35*l.* per annum, payable half-yearly in advance; and a deposit of 3*l.* is charged to cover all breakages, damages, etc., the balance of which will be returned on the withdrawal of the student from the school. An extra fee of 30s. per half-year for laundry, and an optional 15s. per annum for athletics, are also charged; otherwise the fee is inclusive and covers all expense in connection with tuition, board, and lodging.

(11) BURSARIES.—Five bursaries of the value of 25*l.* per annum are offered in connection with the school to promising

sons of poor parents. They are tenable for twelve months, but are renewable for another year subject to satisfactory progress and conduct on the part of the holder.

(12) STUDENTS' SOCIETIES.—An Athletic and a Debating Society are in operation, both of which tend to foster that *esprit de corps* so essential to the success of an institution of this description.

XIII.—THE SCHOOL OF ART, CAPE TOWN.

1. The Cape Town School of Art was established in 1880, and was carried on, for the first fifteen years of its life, under the auspices and management of the South African Fine Arts Association, with the help of an annual Government grant. The classes met in the Association's rooms in New Street, and were formally opened, under the mastership of Mr. James Ford, by Sir Gordon Sprigg on the 19th January, 1881.

At the beginning of 1895 the whole control of the School was handed over to the Education Department, and on the Department securing in the same year the building and site belonging to the Fine Arts Association, it was resolved to erect new premises, and the classes were removed temporarily to the Mutual Hall, Darling Street. They remained there till the beginning of 1900, when they were transferred to the new building in Queen Victoria Street, where the School of Art occupies permanently the whole of the second floor.

2. The object of the School is to develop and encourage the study of Art, and to give instruction in the application of the general principles learned to the various branches of Arts and Crafts, *e.g.*, to design for wall-papers, to "process" reproduction, etc.

The following subjects are included in the course of instruction:—

ELEMENTARY DRAWING. Freehand, model, elementary light and shade.

ADVANCED DRAWING. Drawing from nature and from casts; advanced light and shade.

PAINTING. In oil, water-colour, monochrome; still life, casts, etc.

PAINTING FROM LIFE. Head and costume model.

DESIGN AND COMPOSITION.

DESIGN. For wall-papers, cretonnes, wood-carving, mural decoration, etc.

BLACK AND WHITE DRAWING. In line and wash for "process" reproduction.

CLAY MODELLING.

GEOMETRICAL DRAWING. Plane and solid geometry, as applied to industrial purposes.

MACHINE DRAWING. The copying of drawings of machines: the drawing and construction of screws, nuts, bolts, keys, cotters, pipes and pipe joints, shafting and shaft couplings, gearings,

valves, etc. The drawing and principle of the steam engine (simple form).

BUILDING CONSTRUCTION.

XIV.—RESOLUTIONS OF PARLIAMENT.

(On the closing of rural schools during harvest, and on the use of the Dutch and English languages in school regulations, etc.)

RESOLUTION PASSED IN 1891.

The House has learnt with satisfaction that some Mission Schools are closed during harvest time, with the consent of the Superintendent-General of Education, and deems it desirable that this practice should receive further extension in the rural wards of the agricultural districts during the busiest seasons of the year.

RESOLUTION OF 1893.

It is desirable that all Regulations and Forms issued by the Superintendent-General of Education in regard to Farming Schools and Public Schools should be printed in Dutch as well as in English.

RESOLUTION OF 1896.

This House is of opinion that all Forms and Regulations sent by the Educational Department to School Committees should be printed both in English and in Dutch.

XV.—NOTE ON INSTRUCTION IN MUSIC IN THE SCHOOLS OF CAPE COLONY.

In his report for 1899 Music-Instructor Farrington states that in the towns singing is taken up by about 95 per cent. of the schools. This is certainly satisfactory, seeing that the subject is always taken up voluntarily without any prospect of extra grant. Mr. Farrington further observes as follows:—"Roughly speaking, half the pupils being taught in the inspected schools are of native and half are of European descent. The practice of neglecting some of the younger native scholars, on account of their youth and consequent ignorance, cannot be justified, since the aborigines can learn the scale more readily than the alphabet. It is pleasing to find that in Girls' Schools singing is usually taught throughout. In Boys' Schools, however, as mentioned in previous reports, singing is often dropped in favour of the School Elementary examination. Thus, it comes about that some of the bigger boys consider singing a mean subject fit for girls and young children, but not for them. The different attitude taken up in England may be gathered from the fact that last year a conference of Headmasters of our great English Public Schools unanimously agreed that 'instruction in the proper use of the voice should form part of a Public School education.' So much has singing been neglected in the Colony during past years, that few of the young men educated here can be of use in a Church Choir or in a Choral Society. Indeed, there is a feeling abroad that the boys of Cape Colony are exceptionally unmusical.

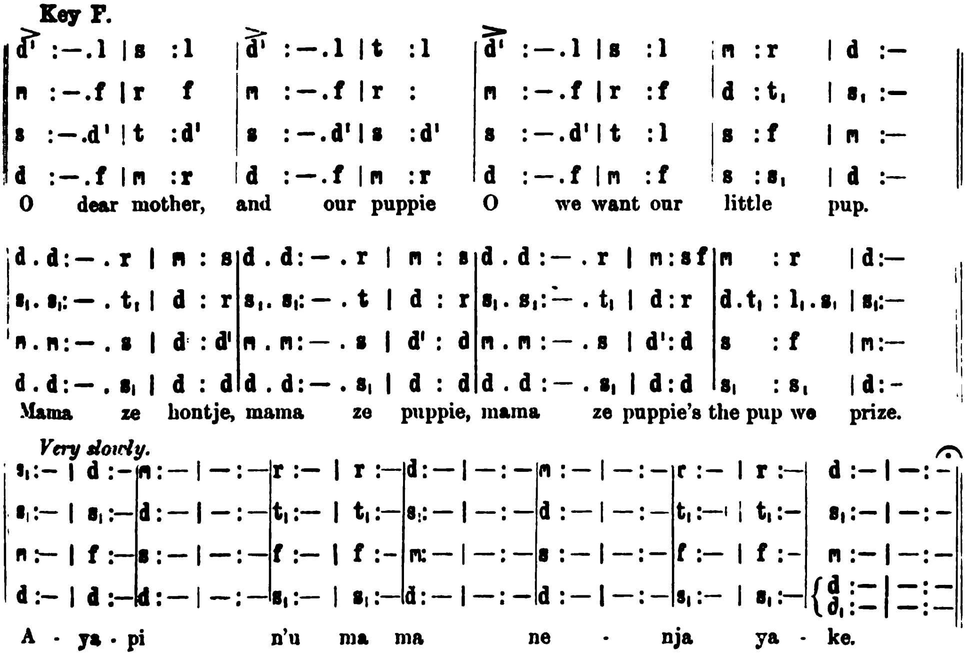
Fortunately, the work now done by boys at Exhibition Concerts and Choir Competitions proves the reverse."

. . . .

In the concluding portion of his report, Mr. Farrington makes the following observation on the love of the natives for simple harmonies and on their skill in making a clapping accompaniment to their songs:—

"The natives are so fond of their simple harmonies that they find as much pleasure in sol-fa-ing their songs as in singing the words. It is common to find only one verse of a hymn known, and this is repeated over and over again without intermission. A single chant being written on the black board in four parts as a sight test, the teacher let her class sing through it so many times that I asked, 'When are you going to stop?' She replied, 'When they know it,' and repeated it twenty-three times, after which I told her that would do. This wonderful love of repetition must account in part for the success of natives in harmonising simple melodies: they learn to feel the simple chords required. In another school I was informed that the scholars knew twenty-nine songs, chiefly from the *Tonic Sol-fa Reporter* and the *Christian Choir.*

"Native children are expert in making an effective accompaniment by clapping their hands. The most interesting performance of a song of native composition came before my notice at an informal visit to a Mission School in Port Elizabeth. The following original song was on the blackboard, the words being a composition of English, Dutch, and Kafir. They deal with a certain member of the family and the household pet.



"What may be called the English section was sung most heartily to a clapping accompaniment. The Dutch part came next, and at its close there were furtive looks towards the door. During the Kafir portion one big boy with a voice of no particular class commenced to howl piteously, and to that accompaniment the sham mother, carrying a black and tan terrier, entered the room, to the evident delight of the songsters. With this exception very little of an original nature at all resembling a kindergarten song and game has come under my notice."

Part III.

The Effect of the War on the Schools in Cape Colony.

Down to the date of the outbreak of the war, which of course broke down for a time the regularity of school work in the parts of the colony affected by the outbreak of hostilities, the statistics continued to show a remarkable progress in educational efficiency in the Cape schools. The number of children above Standard IV. has been steadily rising for several years, and there has been during the same period a similar and probably not unrelated improvement in the qualifications of the teachers. The teachers are evidently becoming more and more competent; the attainments of the pupils are improving; the numbers of the pupils are steadily rising. Dr. Muir describes the progress as "noteworthy and gratifying," and adds that "these pleasing results are not a little amazing in view of the continued absence of any legislation in regard to compulsory attendance.

When war was declared the school statistics for the third quarter of 1899 had just reached the Education Office, or were on their way. In the middle of November, 1899, a supplement to the *Government Gazette* published exact information as to how the schools stood immediately before the war. There were then in operation 2,674 schools taught by 4,505 adult teachers, and having on their rolls 147,424 children, with an average attendance of 114,842.

In a Postscript to his Report for 1899, dated September 15, 1900, and published in the following month, the Superintendent-General thus describes the effect of the war upon the schools.

"The first indications of change came from the districts adjacent to the western frontier of the Transvaal, and probably the first school known to the Office to be closed was one on the very border, the teacher of which, having early information of invasion, locked his school door and went for safety into the land of the enemy. The railway and telegraph lines were, however, soon cut further south, and large groups of schools were isolated in a moment. One Inspector ceased suddenly to send in reports, and it was ascertained some time later that he was shut up in Kimberley. Then the north-eastern frontier became affected in the same way. The December examinations were approaching, and the usual preliminary arrangements with the candidates should have been progressing: but letters and parcels of needlework failed to turn up, and one examination centre after another dropped out of reach. Another Inspector, who had stuck doggedly to his work amid excitement and disturbance,

ceased to be a correspondent, and was found to be detained in Burghersdorp. A third might have been in Colesberg, but at the time the Inspectorship there was vacant.

"When the school-returns for the December quarter came in and began to be tabulated, the loss which had been suffered grew more apparent; and the completed work showed that as many as 215 schools had dropped from the list.

"The details for the Inspection-Circuits and Fiscal Divisions affected were:—

Division.	No. of Schools Closed.
Mafeking	11
Vryburg	14
Barkly West	19
Kimberley	35
Hay	6
Herbert	7
Colesberg	14
Albert	37
Aliwal North	29
Barkly East	21
Wodehouse	22
Total	215

Except in the case of Albert and Wodehouse, the numbers given are practically the numbers of *all* the schools in the Divisions. It has since been discovered that a few—probably half a score—of the 215 were actually at work up till nearly the end of the year, and that some of these few were carried on under very trying circumstances and much to the credit of the teachers concerned—especially the women.

"As soon as relief came no time was lost in trying to return to the old order of things. Inspector Pressly was one of the first to leave Burghersdorp after the invaders moved northwards, and in a day or two he was busily at work inspecting and trying to resuscitate his ruined schools. In the Kimberley Circuit things did not return so readily into the old groove, the military authorities there having greater difficulties to contend with or being less complaisant to the Inspector. By the end of the first quarter of the present year (1900), 44 of the closed schools had been re-opened, and by the end of the second quarter (30th

June), 50 more: so that at that date there remained 121 to be dealt with. Doubtless a number even of these are now in operation, but the actual facts cannot be known until the end of September. Meanwhile 60 additional new schools had been opened elsewhere, so that on 30th June the list contained only 61 fewer schools than were in existence when the war broke out. Supposing, therefore—what is very probable—that the present quarter should add 61 schools to the list, we shall find ourselves on 30th September exactly where we were, in the matter of open schools, twelve months before. In other words, *one clear year's work in the founding of schools has been lost.*

"A study of the figures regarding school attendance not only corrobates this, but brings some other painful facts into view. On the 30th September, 1899, the average attendance was, as has been stated,

114,842;

nine months afterwards, viz., on the 30th June, 1900, it was

110,483:

that is to say, it was 4,359 less. An increase of 4,359 is thus wanted during the present quarter in order to bring us back on 30th September to the position we occupied a year before. This will be very probably be attained; but it is absolutely certain that the additional children will not be of those belonging to the districts affected by the war. The facts in regard to the loss of school children in these districts up to 30th June may be presented thus:—

Division.	Scholars Missing.
Mafeking - - - - - - -	435
Vryburg - - - - - - -	161
Gordonia - - - - - - -	186
Barkly West - - - - -	458
Kimberley - - - - - - -	969
Hay - - - - - - -	128
Herbert - - - - - - -	173
Kenhardt - - - - - - -	86
Colesberg - - - - - - -	315
Albert - - - - - - - -	707
Aliwal North - - - - -	460
Barkly East - - - -	292
Wodehouse - - - - - -	360
Total - - - - - -	4,730

When the Divisions referred to become quite settled, and the people fully resume their former mode of life, a considerable number of these pupils may be found again in school; but it is also clear that there are many who will certainly not return at all.

"The Railway Schools, it may be noted, even in the undisturbed districts, suffered very severely. The two schools at Modder River, and the schools at Norval's Pont, Stormberg, and Burghersdorp, were, of course, actually closed; but owing to the presence of military camps at such places as Naauwpoort and De Aar, and owing to the derangement of the train service which made it impossible to put down and take up children at stations at times to suit the school hours, the attendance fell almost in every instance. By 30th June it had not quite recovered, but the prospects were very hopeful.

"As for the teachers, it would seem that the majority of them moved outside the fighting lines; and—curious to say—in two instances a sufficient number of their pupils moved with them to make it worth while to continue school work. As has already been indicated, however, some of them stuck to their posts with pleasing heroism; and in several instances the public has been indebted to them for very interesting diaries of events. In not a few cases, unfortunately, especially in the north-eastern districts, male teachers were implicated in the rebellion, and have not since been heard of in their districts.

"School buildings suffered to a considerable extent. The Wesleyan Mission School at Mafeking was totally destroyed; the fine class-room of the Kimberley Poor School was seriously damaged by a shell; and of several small rural schools only the bare walls remained. Often when the buildings escaped the furniture and fittings were destroyed. On the whole, however, the loss in this way is not so great as might have been anticipated.

"The material damage sustained by the Department during the war can be repaired easily and within a limited time; it remains to be seen how much can be done to bring back prosperity to the schools which have been cleared of their pupils, and to found new schools in sufficient numbers to compensate for the loss of a year's progress. It is earnestly to be hoped that men of all parties will unite towards attaining an end so eminently desirable."

[Recent official Reports on Education in the Cape Colony can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.]

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THE

SYSTEM OF EDUCATION IN NATAL.*

Up to the year 1865 Government supported one high school for boys and two primary schools for boys and girls, besides giving aid to about sixty schools scattered throughout the colony. From that date onwards it was the aim of the Government to establish more Government schools and to extend aid to all schools complying with certain conditions. By the end of 1877 four schools, two high and two primary—one of each in Pietermaritzburg and Durban—had been established and were maintained and managed entirely by the Government; the Governor, through the Superintendent of Education having the immediate control. In both town and country other schools, established by committees or private individuals, and varying annually in number from five to ninety-one, were aided by Government with grants from £16 to £136 a year each. History.

To put educational matters under the guidance of a special Council, and to systematise into law the general principles and conditions which should regulate educational action, two Bills were framed by the Governor and passed by the Legislative Council in 1877, the one to make better provision for primary or elementary education, and the other to promote secondary education. On January 1, 1878, the Council of Education assumed its duties, and after sixteen and a-half years' good work, it was abolished by the Education Act of 1894, which virtually vested the powers of the Council in the Minister of Education with the present Superintendent of Education as Chief Executive officer. Education Acts of 1877 and 1894.

Various improvements are being gradually effected in the work and regulations of the department. It is the endeavour of the Government to bring education within easy reach of every

* The report was prepared by Mr. Russell in January, 1898. The statistics have been corrected from Mr. Russell's report, as Superintendent of Education, for the year 1899, dated Natal, March, 1900. See also Supplementary Note. The proof of the Report in its present form has been kindly revised by Mr. R. Russell, Jun., Secretary to the Agent-General for Natal.

European child in the Colony, and to provide facilities, as far as practicable, for giving a suitable training to the children of natives and Indians. Although education is for the most part controlled by the Government, there are a good many schools, both primary and secondary, which are not under inspection. These private schools are mostly doing excellent work. The European population in 1898 was 53,688, and the number of European children at school is about 11,000. This is over one-fifth, the usual estimated proportion being one-sixth, and there seems to be no need for a compulsory act. Government provides free education to all who are not able to pay the school fees. There are probably not more than 200 children of school age who are not receiving schooling of some kind. These figures refer only to the white population.

School Attendance.

Native Schools.

The native population numbered in 1898, 787,574, and the Indian population about 61,000. These Indians were originally introduced from Calcutta and Madras as labourers on plantations and farms, and after their term of indenture has expired they are generally occupied as domestic servants, market-gardeners, small farmers, fishermen, etc.

Administration and Inspection.

The Executive branch of the Education Department consists of a Minister of Education, a Superintendent of Education,* four Inspectors, and two Clerks. An annual *viva voce* examination of each school is held, the date being fixed by the Inspectors, sufficient notification being given to the head teacher. All schools receiving Government aid are open at any time to the officers of the Education Department, and visits without notice are made by all the Inspectors. As far as possible the Inspectorial and Clerical staffs are appointed from the ranks of the teachers.

Statistics, 1899.

In 1899 there were 517 schools under Government Inspection, viz., 293 European schools, 188 native schools, and 36 Indian schools—with an aggregate attendance of 23,705 (12,163 boys and 11,542 girls), consisting of 9,419 Europeans (4,891 boys and 4,528 girls), 10,725 natives (4,246 boys and 6,479 girls), and 3,561 Indians (3,026 boys and 535 girls). This was 7 per cent. higher than the aggregate attendance for 1898 and 22 per cent. higher than that for 1897.

The average regular daily attendance in 1899 was: In European schools, 83 per cent. of the number enrolled; in native schools 75 per cent.; and in Indian schools 64 per cent.

The number present at the annual inspections in 1899 was 14,942—8,313 Europeans, 4,732 natives, and 1,897 Indians. In 1899 the disturbed state of the country interfered considerably

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* The title of this officer was changed by the Legislature in 1898 from Superintending Inspector of Schools to Superintendent of Education.

with inspections. The following statistics are given in the report for 1899:—

	Number present at Inspection.		
	Boys.	Girls.	Total.
Government Schools	2,795	2,233	5,028
Government Aided Schools—Secondary and Special	121	424	545
Government Aided Schools—Primary	1,193	1,547	2,740

Native Schools—Number of pupils personally examined in 1899 - - 4,732
Indian Schools—Present last inspection - - - - - - - - 1,897

It is estimated that about 1,600 children of European parentage are being taught privately or at schools not in receipt of Government aid. Several of these schools are of high standing and all keep pace with modern educational requirements.

Of the 517 schools, twenty-nine have been established, and are maintained exclusively by Government. All the other schools are either private schools, denominational schools, or board schools receiving grants in aid varying from £10 to £250 a year each. Nearly all the native and Indian schools are directly connected with the various religious bodies in the Colony.

The Government schools consist of two High Schools, established, equipped, and maintained exclusively by Government, five Model Schools, which are doing the work of good middle grade high-class English Schools, seventeen Primary Schools, two Art Schools, and three Indian schools. Maritzburg has one High School and two Model Schools; Durban has one High School and three Model Schools. One of the primary schools is in Maritzburg, one at Addington (a suburb of Durban), and the other fifteen are county schools established in the chief centres of population.

High Schools.

The work of the two high schools is based on the School Higher Matriculation and the intermediate examinations of the Cape University. The head masters nominate their own assistants, and they are left almost entirely free in everything relating to the work and management of their schools. The aggregate attendance is about 295, and accommodation is provided for 100 boarders. An exhibition to a Home University of £150 a year, tenable for four years, is given annually. One of

our exhibitioners, Mr. T. J. Bromwich, was Senior Wrangler in 1895, and his distinguished success was a source of much gratification to the Colony.

A Mining Scholarship of £80 a year, tenable for four years, is given on certain conditions to the boy who passes highest in the Cape University Intermediate Examination, provided he obtains satisfactory marks in Mathematics.

The "F. L. Jonsson Scholarship" of £80 a year, tenable for three years, is open to competition for all pupils of Government or Government Aided Primary Schools.

It may be mentioned that Natal is affiliated to the University of the Cape of Good Hope, and is represented on the University Council by the Superintendent of Education; nearly all the Scholarships and Bursaries given by the Cape University are open to Natal students.

Model Schools.

The collective attendance at the five model schools is about 2,815. The majority of the head teachers and the chief assistants of these schools and of the county schools are English trained, and their work is modelled on that of the best English schools. From time to time teachers holding the English Privy Council certificate have been selected by accredited persons in England and sent out to senior posts, but promotion of juniors who have served well and faithfully is the guiding principle in the majority of appointments. Teaching as a profession is not popular with the colonial lad, but girls can be had without difficulty. There is a pupil teacher system similar to that of England. The pupil teacher is nominated from the best senior pupils, and the nomination is approved or disapproved of by the Superintendent of Education. The apprenticeship extends over four years, and the apprentices are examined annually by the Department. The proportion of male to female teachers is 7 : 12. All teachers on the Fixed List are as members of the Civil Service entitled to avail themselves of a superannuation fund.

The books, furniture, and apparatus are all modern.

Scholarships.

Cooking, dressmaking, and cutting-out classes are established at the two girls' model schools; workshops and science classes at the two boys' model schools, and at most of the county schools. Ambulance classes have been established at some of the schools, and, during the Boer war, an immense amount of work has been done by the girls' schools for the comfort of Regulars and Volunteers at the front, the materials provided being made up into sheets, handkerchiefs, cushions, pillow-cases, etc. Four bursaries of the annual value of £40 each, tenable for three years, are given yearly for the purpose of allowing the holders to pursue their studies in subjects of secondary instruction. These bursaries are awarded after special examinations.

The two art schools are in charge of teachers certificated from South Kensington, and the students take part in the various English drawing, science, and technical examinations. The director of the art schools exercises a control over the science and technical work of all the Government schools.

Farm Schools. The European Government Aided schools are divided into fixed and farm schools. In 1899 there were 82 of the former and 211 of the latter. The farm school system was established in 1887 for the benefit of the children of farmers and others in sparsely-peopled districts. They may come up for examination to the nearest Government school, or an inspector will visit any house where not fewer than ten pupils can be gathered together, provided that such examination centre is not less than five miles from a Government or aided school. On satisfactory progress being shown, the grant of £3 a year is made for every pupil under Standard VI., and £4 for every pupil in Standards VI. and VII. The syllabus of instruction is almost identical with that of the Government schools.

Expenditure. The total ordinary expenditure for the financial year ending June 30, 1899, amounted to £56,048, divided thus:—Europeans, £47,627; Natives, £5,834; Indians, £2,586. The average cost to the Government for educating each child is about £1 19*s*., each European child costing £3 19*s*. 5*d*.; each native child 11*s*. 10*d*.; and each Indian child 12*s*. 8*d*. This charge includes all expenses of administration. In 1899 the Government cost per head at the high schools was about £10 8*s*.; at the model schools, £3 17*s*.; at the county schools £7 14*s*.; at the aided schools, £2 2*s*.; and at the farm schools £2 14*s*.

The salaries of the head teachers range from £250 to £550 per annum and of assistants from £80 to £300 per annum.

Fees. The revenue derived from Government school fees in 1899 amounted to £7,904 2*s*. from Europeans, and £117 11*s*. 9*d*. from Indians. In 1897 the rate of fees varied from 1*s*. to 5*s*. a month at the model and primary schools, but the aggregate fee charged for any one family does not exceed 10*s*. a month, and from 10*s*. to £1 a month at the high schools. Boarders pay from £30 to £60 a year each.

Religious Instruction. Education in the Government schools is to all intents and purposes secular and unsectarian. The following, *re* religious instruction, appears in the rules to be followed in Government schools:—

"School shall be opened with prayer. Regular religious instruction of a simple and unsectarian kind shall be given throughout the school, but any scholar may be withdrawn by his or her parent or guardian from such instruction without forfeiting any of the other benefits of the school."

All Government school buildings are erected and maintained by the Public Works Department.

Curriculum

There is a library attached to every Government school. Calisthenics, drill, and singing form an important part of every school curriculum. Two thousand schoolboys have been formed into a regiment of cadets, and twelve hundred of these are armed and able to shoot. A collective encampment is held annually for four or five days.

The general principle adopted is to secure the best teachers and to give them a free hand. They are allowed to follow their own methods of work.

Special Institutions.

The children of the colonists are all well fed and well clothed. There is no necessity for providing free dinners, nor for reformatory or industrial schools,

Blind people and persons of defective intelligence are rarely met with, and the school in Durban for the deaf and dumb, which costs Government £400 per annum, has only eight pupils.

Evening classes in science, shorthand, etc., have been tried in connection with the Government schools, and have met with some measure of success.

A syllabus of the course of study in primary schools is appended herewith.

(Signed) ROBERT RUSSELL,

Superintendent of Education.

Education Office,

Natal. [August 24, 1900.]

Recent reports of the Superintendent of Education for Natal can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

SUPPLEMENTARY NOTES.

Since the above was written, there have been published the Reports of the Superintendent of Education for the years 1898 and 1899. From these Reports the following additional particulars and recent statistics have been taken :—

(1) Interruption of School Work by the War.

In his report for 1899, dated March 22, 1900, Mr. Russell, Superintendent of Education, writes : "The year's school work has been seriously interrupted and hampered by the outbreak of war between the Empire and the two Dutch Republics, especially by the invasion and temporary retention by the Boer forces of the northern parts of the Colony. All the European, native, and Indian Schools north of Colenso have been abandoned for the time, and the pupils have nearly all migrated coastwards and filled to overflowing the schools in Maritzburg and Durban. These refugees, in addition to a considerable number from the Transvaal and the Free State, have partially disorganised the schools to which they have gone. The schooling of children from the Transvaal especially is found to have been very much neglected, and special classes had to be formed for boys who were too old and too big for an infant school, but not advanced enough to enter the lowest class of a boys' school. Nearly all these refugee children receive free education and the free use of school books.

"The school buildings at Newcastle and Dundee are being used as Boer hospitals. Ladysmith School is stored with British munitions of war, and has had the novel experience of having its school desks splintered by the shell of the enemy during the siege. Estcourt School and the Maritzburg College are military hospitals ; and Weenen School, owing to the proximity of the Boer forces, had to be closed for over a month. The attendance at this last school is, for various reasons, now only about half of what it was before the war. Maritzburg College and Estcourt School have been reopened for day pupils in temporary premises—the former in the Native High Court and the latter in the Wesleyan Chapel and adjoining marquees.

"The general proficiency of the schools and the attendance and progress of the children are quite satisfactory."

(2) Educative Benefit of the Improved Facilities for Travel in Natal.

In his report for 1898, the Superintendent of Education remarks as follows :—

"While the present high standard of education and its wide diffusion throughout the Colony are an enduring testimony to the wise foresight of the Governor by whom the educational enactments were framed, it must

not be overlooked that the general advancement and prosperity of the community, especially the modern facilities for travelling, are proving of great educative benefit to the children as well as to their elders. Twenty years ago it was very unusual for me to find in up-country districts any child who had ever been out of his native village. The teacher, however able and earnest, was circumscribed by his environment. It was next to impossible for him, for instance, to explain the greatness and extent of the Empire to children whose ideas were bounded by the horizon of their own hamlet, to whom the ox-wagon was the ideal means of locomotion, who had never seen a soldier, and to whom the mention of the ocean and ships conjured up no memories. His words could awaken no response. Now the railway, that great educator, has changed and is changing all that. The dull stare which so often greeted one's questioning has, except in remote corners, almost wholly disappeared; and both teachers and inspectors find the change in the keener interest and the more intelligent apprehension which the children bring to bear on the instruction imparted to them, and in the increased vivacity and responsiveness of their manner."

(3) Danger of Attaching undue Importance to Examination Results and to Athletics and Games in School Life.

In the same report, the Superintendent writes: "There is a tendency, not confined to Natal, to press unduly for examination results, and to estimate the standing of a school by the success of its senior pupils rather than by the character of its work as a whole. . . . Athletics and sports not infrequently bulk too largely in school life. Care will have to be taken that they are practised and patronised more as an educative recreation than as a popular passion."

(4) Kindergarten Teaching, Manual Training, and Instruction in Elementary Science.

The Superintendent writes in his report for 1898: "In 1878 infant schools, in the modern sense of the term, were almost unknown in Natal, and the instruction given in Art and Science was of a very perfunctory character. In 1897 I went to the annual display of what the Chief Inspector of English Schools described as one of the best 'Kindergarten and Froebel Training Schools' in London. What I saw then cannot for a moment be compared, either in variety or in excellence, with the exhibition of school handicraft, held in June last in the Art School in Maritzburg. In all the kindergarten schools I visited in England and the Continent I saw very little that is not to be found in our own schools. By the favour of the Scandinavian Government I made myself acquainted with the details of Sloyd as taught in the State Schools of Sweden. With the exception of working in metals, all the exercises of this craft are taught under other names in our best Government Schools. Good progress is being made in manual work and in elementary, scientific, and technical instruction. The almost entire absence of manufactures and industries in Natal deprives the students of a practical stimulus to zealous work in this direction. I saw the chief Technical Schools in England and on the Continent, spent a considerable time at the Battersea Polytechnic Institute, and attended the lectures and demonstrations of the International Technical Congress held in London in 1897. Effect is gradually being given to the practical information thus gained."

(5) SUMMARY OF EXPENDITURE ON EDUCATION IN NATAL, 1899.

(From Superintendent's Report for 1899, published 1900.)

—	Amount Voted.	Amount Expended.
	£ s. d.	£ s. d.
1. Salaries * (Education Office, Inspectorate, Teachers in Primary Schools) - - - - - -	25,075 13 10	25,017 7 2
2. Secondary Education - - - -	3,810 0 0	3,800 4 7
3. Contingent and other expenses (including Education of Deaf Mutes, Bursaries and Exhibitions, Government School of Art, Science and Technical Instruction) - - -	18,045 0 0	16,123 18 10
4. Native Education (from Native Reserve) - - - - - -	5,500 0 0	5,499 15 10
5. Indian Education - - - -	1,957 19 0	1,957 19 0
	£54,388 12 10	£52,399 5 5

* These amounts represent thirteen months' salary in order to bring future payments within the period specified in the Supply Bill, viz., from July 1 to June 30.

APPEN

THE COURSE OF STUDY IN

	STANDARDS OF
Stand.	ENGLISH. (Reading, Recitation, Grammar, Geography, and History.)
I.	Read from Standard I. Reading Book. Learn by heart 20 lines of simple verse, and know their meaning.
II.	Read from Standard II. Reading Book. Learn by heart 40 lines of poetry, and know their meaning. Point out nouns and verbs. Geographical terms simply explained. Point out continents and oceans.
III.	Read from Standard III. Reading Book, or Stories from English History. Recite with intelligence and expression 60 lines of poetry, and know their meaning. Point out nouns, verbs, adjectives, adverbs, and personal pronouns, and form simple sentences containing them. Chief countries, towns, and physical features of the continents.
IV.	Read from Standard IV. Reading Book, and Russell's "Natal." Recite 80 lines of poetry, and explain the words and allusions. Parse simple sentences and illustrate the use of the parts of speech. Detailed general physical and political geography—Natal particularly.
V.	Read from Standard V. Reading Book, and Russell's "Natal." Recite 100 lines from some standard poet, and explain the words and allusions. Analyse and parse simple sentences. Prefixes, affixes, and common Latin roots. More detailed physical and political geography, Natal and South Africa particularly. Latitude and longitude. Day and night. The seasons. History of Natal, and outlines of English History.
VI.	Read from Standard VI. Reading Book, and Russell's "Natal." Recite 150 lines from Shakespeare, Milton, or other English classical author, and explain the words and allusions. Analyse and parse complex sentences. Prefixes, affixes, and Latin roots. More detailed, physical, and political geography. Manufactures and commerce. Circumstances which determine climate. History and Geography of Natal. More detailed English History.
VII.	Read a passage from Shakespeare or Milton, and Russell's "Natal." Recite 200 lines from Shakespeare, Milton, or other standard English classical author, and explain the words and allusions. Analyse and parse sentences, and know derivation of ordinary English words. The Ocean. Currents and tides. Planetary system. Phases of the moon.

No pupil under Standard I. will be entitled to a grant.
Any other subjects may be taught, and the work in them will be examined if desired.
Any modern school books will meet with approval.
Recitation cards are recommended and arithmetic cards should be used for home examination tests.
Round bold writing will be required from both boys and girls.
Reading with intelligence will be required in all the Standards, and increased

DIX A.

EUROPEAN PRIMARY SCHOOLS.

EXAMINATION.

WRITING. (Copy-books, Exercise-books, Dictation, and Composition.)	ARITHMETIC.
Write 10 easy words from dictation. Show Copy Books (medium hand).	Notation and Numeration up to 1,000. Simple Addition and Subtraction. Multiplication Table up to 6 times 12.
Write 3 lines dictated from Standard Reader. Show Copy Books (improved medium hand).	Notation and Numeration up to 100,000. The four Simple Rules. Multiplication Table. Pence Table to £1.
Write 6 lines dictated from Standard Reader. Show Copy Books (capitals, and figures, medium and small hand), and Exercise Books.	Long Division. Addition, Subtraction, Multiplication, and easy Division of Money. Former Rules. Knowledge of Signs, +, −, ×, ÷.
Write to dictation, passage from Reader. Show Copy Books (improved small hand), and Exercise Books.	Division and Reduction of Money. Weights and Measures—exercises in four rules and reduction. Former Rules.
Write from memory the substance of a short story read out twice; spelling, handwriting, and correct expression to be considered. Show Copy Books and Exercise Books (improved small hand).	Practice, Bills of Parcels, and Simple Proportion. Addition and Subtraction of Proper Fractions with denominators not exceeding 20. Former Rules.
A short exercise in composition. Passage dictated from newspaper, or reader. Show Copy Books and Exercise Books (improved small hand).	Vulgar and Decimal Fractions, Proportion, and Simple Interest. Former Rnles.
More difficult exercises in dictation and composition. Show Note Books and Exercise Books.	Higher Arithmetic, with Mensuration of Parallelograms, Right-Angled Triangles, and Circles. Former Rules.

fluency and expression in successive years. Questions will be put on the meaning of what is read.

The dictation and Arithmetic of Standard III. and upwards may, at the discretion of the Inspector, be on slate or paper.

The work of girls in Arithmetic will be judged more leniently than that of boys. Mental Arithmetic suitable to the respective Standards will be given.

Pupils need not pass in the same Standards in the different subjects.

In German or Dutch schools German and Dutch Readers may be used along with the English Reading Books.

APPENDIX B.

EDUCATIONAL SUMMARY FROM 1886 TO 1899.

Year.	Number of Schools under Inspection.				Number of Pupils in Attendance.				Amount of School Fees paid into Treasury.			Government Expenditure.		
	Euro-pean.	Native.	Indian.	Total.	Euro-pean.	Native.	Indian.	Total.	£	s.	d.	£	s.	d.
1886 January 1—December 31	49	64	27	140	4,049	3,817	1,702	9,568	3,039	3	10	23,379	15	10
1887 „ „	43	54	27	124	3,991	2,889	1,591	8,471	3,254	9	6	17,666	15	9
1888 „ „	47	54	25	126	4,186	2,943	1,891	9,020	3,652	14	5	23,465	4	2
1889 „ „	87	52	27	166	4,703	2,902	2,007	9,612	4,123	8	0	24,678	15	4
1890 January 1—June 30	90	63	25	178	5,793	3,307	2,141	11,241	2,201	2	9	18,776	11	7
1890-91 July 1—June 30	92	76	27	195	5,986	4,026	2,270	12,282	4,936	12	3	39,669	3	1
1891-92 „ „	128	71	27	226	6,184	3,896	2,706	12,786	4,859	6	6	37,217	14	5
1892-93 „ „	126	73	26	225	6,399	3,829	2,589	12,817	4,808	10	3	37,100	4	0
1893-94 „ „	130	91	26	247	6,476	5,064	2,452	13,992	5,108	8	6	37,388	4	1
1894-95 „ „	287	133	28	448	7,608	6,790	2,919	17,317	5,833	2	9	40,680	16	0
1895-96 „ „	297	145	28	470	8,180	7,049	1,842	17,071	6,841	13	5	45,998	8	10
1896-97 „ „	319	159	30	508	7,685	8,542	2,995	19,222	7,652	2	3	45,457	0	11
1897-98 „ „	303	184	32	519	8,675	10,248	3,214	22,137	8,079	6	0	52,399	5	5
1898-99 „ „	293	188	36	517	9,419	10,725	3,561	23,705	8,124	9	0	56,048	5	5

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THE SYSTEM OF EDUCATION IN NEW SOUTH WALES.*

I. HISTORICAL SKETCH.

Although the instructions issued to Governor Phillip, under whose supervision the first settlement in Australia was founded, contained the direction that 200 acres near every township should be reserved for the maintenance of a schoolmaster, and there were many children in the "First Fleet," no teacher was sent with that fleet, and it was not till 1792, four years after the foundation of the Colony, that any interest in the well-being of the children was manifested. The first chaplain, the Rev. R. Johnson, lamenting the neglected condition of the children, suggested that educated convicts might be found to undertake the duties of teachers, if means were provided to pay them. With this object he appealed to the Society for the Propagation of the Gospel in Foreign Parts, and that body granted the sum of £40—£10 for each of four teachers.

The first building used as a schoolhouse was that built as a church for the Rev. R. Johnson, and was wilfully burnt down. Governor Phillip states that in this building from 150 to 200 children were educated under the immediate superintendence of the clergyman. Governor Phillip seems to have been concerned about the juveniles of his charge, for in his despatch dated August, 1796, he wrote that a Public School for the care and education of the children is much wanted to save them from certain ruin. Though the Ministry of the day turned a deaf ear to his appeals, the Church Society in London resolved to extend assistance to the new settlement, and to begin with holding out encouragement to schoolmasters and schoolmistresses as the most likely means of effecting a reformation. Very little, however, was done, and in March 1802, Governor King reported "the children numbered 1,002, and finer or more neglected children are not to be met with in any part of the world."

The first voluntary effort to get up a school was made at the Hawkesbury, the leading farming centre of population, but as the settlers had not the means to erect a schoolhouse, the Governor had it built at the expense of the Crown, and obtained from the settlers signatures to an instrument engaging themselves and their heirs, &c., for the term of fourteen years to pay the annual sum of 2d. per acre for all lands granted by the Crown and held by them, for the purpose of providing a maintenance for such persons as might be appointed to teach the children. This is the

* The Statistics in this report, which was originally prepared in 1898, have been, as far as possible, brought up to date.

first instance of a school-rate in Australia, and took place long before such a thing was contemplated in England.

Governor Bligh appears to have shown great interest in the education of youth. Writing in February, 1807, he refers to the work of regulating schools in the towns and watching over the rising generation, and states: "At present we are doing all in our power to educate the children, having nearly 400 of them under tuition in the different parts of the Colony."

From 1810 schools were generally established by the various churches by means of grants from the State. This aid was derived from certain custom duties called the "Orphan Dues," because the first charge upon them was for the maintenance and education of orphan children. The money was applied chiefly to the payment of teachers' salaries. Each school was wholly independent of others; there was no system or general aim prescribed by a competent authority. Religious instruction, including the Church Catechism, was universally given without regard to the denomination of the pupils, and in point of fact the schools were almost entirely Church of England institutions.

In 1831 Sir Richard Bourke became Governor of the Colony, and in his first address to the Legislative Council he recommended a liberal provision for the religious instruction and education of the people, and in 1836 he advised that the Irish National System of education be introduced into the Colony. Though the proposal was approved by the Home Government and was warmly supported by Sir George Gipps, who succeeded Bourke, it was opposed so strongly that for several years nothing was accomplished except that the National System was brought under the notice of the colonists and its principles made familiar to them.

In June, 1844, Mr. Robert Lowe, afterwards Lord Sherbrooke carried a resolution in the Legislative Council appointing a Select Committee to inquire into and report upon the state of education in the Colony, and to devise means of placing the education of youth upon a basis suited to the wants and wishes of the community. In August following the Committee reported that the state of education was extremely deficient. There were 25,676 children between the ages of 4 and 14, of whom 7,642 received instruction in the State-aided Denominational Schools and 4,865 in Private Schools, leaving about 13,000 children who received no education at all. The Report stated that the Committee were convinced of the superiority of a general over a Denominational System, and therefore recommended that one uniform system be established for the whole of the Colony, and that an adherence to that system should be made the indispensable condition under which alone aid should be granted. In support of these views resolutions were taken in the Council, but only by a majority of one—"That it is advisable to introduce Lord Stanley's System of National Education." "That, in order to introduce this system, His Excellency the Governor be requested to appoint a Board of persons favourable to the introduction of Lord Stanley's National System of Education, and belonging to the

different religous denominations. This Board to be invested with a very wide discretion as to the arrangements necessary for carrying the system into effect, and all funds to be henceforth applied for the purpose of education to be administered by them. The leading principle by which the Board of Education shall be guided is to afford the same facilities for education to all classes of professing Christians, without attempt to interfere with the peculiar religious opinions of any, or to countenance proselytism. And that the Board be incorporated."

The supporters of denominationalism were strong enough not only to block all further progress till 1848, when the Board of National Education was incorporated, but also to secure countenance of aid to their own schools. A Board of Denominational Education, consisting of one representative from the Church of England, Roman Catholic, Presbyterian, and Wesleyan bodies, was appointed to distribute the sums voted for the maintenance of Denominational Schools. The management of these schools was practically left in the hands of the heads of the various denominations.

At this time the Denominational Schools were attended by 11,725 children, and the grant from State funds for the year 1847 was £8,450. (It must be borne in mind that New South Wales then included the territories now known as Victoria and Queensland.)

The National System therefore commenced in 1848, and by the end of that year 4 schools were under the supervision of the Board. In 1849 these had increased to 25. In 1850, the year before the colony of Victoria was formed, the returns were—National Schools, 43 in operation, and 52 in course of formation; pupils enrolled, 2,725; expenditure, £7,300. In this expenditure a large balance brought forward from the previous year was included. Denominational Schools, 185; pupils enrolled, 11,581; expenditure from State funds, £8,350. For eighteen years the curious spectacle was presented of two educational bodies created by the same authority and supplied with funds from the same source—the public Treasury; each, moreover, was of necessity the rival of the other, and in numerous instances competed for the same pupils. The progress of the one was secured at the expense of the other; and, instead of mutual help and co-operation in the important work of education, jealousy of each others' success and division and consequent waste of means were the inevitable results. Numerous applications were made to the National Board for the establishment of schools, but as an indispensable condition was that one-third of the cost of building and equipment must be contributed by the applicants it can be easily understood that schools did not increase with startling rapidity. In 1857 regulations for the establishment of non-vested schools, or schools not erected by or belonging to the Board, were introduced. These non-vested schools were the means of bringing the means of education into places where none would have otherwise existed, and met with such favour that during the first year of their existence sixty-six applications for aid were made This

marked increase brought the National System more widely before the public, and virtually decided the question that further legislation was necessary, and that the anomaly of two rival Boards supported by the State could no longer be continued. Several attempts to introduce a general system were made, but as the proposals were largely tinged with denominationalism received but little support either from the Legislature or the public. It was not till 1866 when Mr. (afterwards Sir Henry) Parkes introduced the Public Schools Act, or "An Act to make better provision for Public Education," that the long-desired change was effected. This Act came into operation in January, 1867, and very important changes were introduced. By its provisions the administration of primary education was committed to one governing body, thereby securing some sort of consistency in educational policy. A Board of Education, consisting of five members, under the designation of the Council of Education, was incorporated, and to this body was entrusted the expenditure of all moneys appropriated by Parliament for primary education. Further, the Council were empowered to make regulations having the force of law, unless disallowed by express resolution of both Houses within one month of the date of their being submitted to Parliament. These great powers enabled the Council to carry on the work of instruction without restrictions from any quarter, except those imposed by law.

The Public Schools Act recognised four classes of schools. Authority was expressly conferred upon the Council to establish and maintain Public Schools in localities where twenty-five children would regularly attend; and that such schools should, whenever practicable, take precedence of all others supported by Parliamentary grants. Secondly: The Council was permitted to grant aid to Denominational Schools under certain restrictions as to the number of pupils, the condition of the buildings, and the distance of Public Schools from those on behalf of which assistance was sought; they were required to follow the course of instruction prescribed for Public Schools, and to be open to inspection in the same manner; and the Council was empowered to withdraw certificates, and therefore aid, in case these conditions were infringed. Thirdly: Provisional Schools were to be established in places where a sufficient number of children for a Public School could not be secured. Fourthly: a class of schools was instituted where the teacher divided his time between two small schools, about ten or twelve pupils at each, called "Half-time Schools." The Public Schools Act provided that the instruction to be given in all these schools should consist of two parts, secular and religious; but secular instruction was held to include general religious teaching, as distinguished from polemical or dogmatical theology. In the Denominational Schools the ordinary teachers were permitted to give the special religious teaching, while in the other schools that duty was handed over to the clergy or duly accredited religious teachers.

The local oversight of schools was provided for by the appointment of Boards of not fewer than three members appointed by

the Governor on the recommendation of the Council of Education; but such Boards had nothing to do with the appointment or dismissal of teachers, although in the case of Denominational Schools they were consulted.

The benefits conferred upon the Colony by the Board of National Education cannot be over-estimated. Under its auspices school buildings of modern type as regards position, shape, size, and equipment were introduced, effective discipline was enforced, and systematic and progressive instruction arranged for. That Board also instituted the appointment and training of pupil-teachers, the training, examination, and classification of teachers, and a liberal scale of remuneration, together with an efficient system of inspection. Most of the regulations of the National Board, with but slight modifications, are in force to-day.

The Council of Education took over 259 National Schools, attended by 19,641 pupils, and 310 Denominational Schools, attended by 27,986 pupils, a total of 569 schools and 47,627 pupils.

The Public Schools Act continued in force until 1880, and, though the system established by it was essentially one of transition, education made good progress during the thirteen years it was in force, especially after 1875, when the Legislative Assembly passed a resolution abolishing the provision that one-third of the cost of school buildings should be contributed locally, and directing that in future the entire cost of Public Schools be defrayed by the public funds. The principle of granting aid to Denominational Schools was, however, repugnant to the feelings of the majority of the people, and it was felt that the work of public instruction, being of such magnitude, and involving so large an expenditure from the public funds, ought to become a department of the Government, and be placed in the hands of a Minister directly responsible to Parliament. Accordingly, in 1880, an Act embodying these principles was passed under the auspices of Sir Henry Parkes, and the Public Instruction Act, now in operation, became the law of the land. The Council of Education handed over to the Minister of Public Instruction—

	No. of Schools.	No. of Pupils.
Public	705	68,823
Provisional	313	8,312
Half-time	97	1,683
Denominational	105	22,716
Total	1,220	101 534

The most important provisions of the Public Instruction Act are:—(1) Primary School education is placed under the sole direction and control of a responsible Minister (2) Teachers are made civil servants, and are paid exclusively from the public funds. (3) The system is wholly undenominational. All aid

to Denominational Schools ceased on 31st December, 1882. (4) Attendance at school is made obligatory upon children between the ages of 6 and 14 years who reside within two miles of the school for seventy days in each half-year, unless just cause of exemption can be shown. (5) The fees to be paid by parents are 3d. per week per child, but not exceeding 1s. in all for the children of one family. All fees are the property of the State, and must be paid into the Consolidated Revenue. Power is given, however, to remit the fees when it is shown that the parents are unable to pay. (6) The teaching is strictly secular, but the words "secular instruction" are held to include general religious teaching, as distinguished from dogmatical and polemical theology. The History of England and of Australia must form part of the course of secular instruction. (7) High Schools for boys and girls may be established, in which the instruction shall be of such a character as to complete the Public School curriculum and prepare the pupils for the University. (8) Provision is made for constituting Public School Districts, and for the appointment of School Boards with defined powers and duties. (9) School children are allowed to travel free by rail to the nearest Public School. (10) Four hours during each day must be devoted to secular instruction and one hour set apart for special religious instruction, to be given in a separate classroom if procurable, or in a separate part of the schoolroom, by a clergyman or religious teacher of any persuasion to children of the same persuasion whose parents have no objection to their receiving such religious instruction. If no religious teacher attends, the full five hours must be devoted to the ordinary secular instruction.

Some idea may be formed of the success that has attended the working of the Act from the following statistics from the Report for the year 1899, comparing the number of schools in operation in 1881, the first full year during which the Department was under Ministerial control, with the number open in 1899:—

Schools.	Number of Schools or Departments in operation.		Increase 1881–1899.
	1881.	1899.	
High Schools	—	4	4
Superior Schools	58	253	195
Primary Public Schools	1,042	1,774	732
Provisional Schools	246	358	112
Half-time Schools...	93	456	363
House-to-house Schools	—	33	33
Evening Schools	57	31	26*
Total	1,496	2,909	1,413
Seats provided	98,721	259,119	160,398

* Decrease.

II. PRESENT STATE OF EDUCATION.

The Minister of Public Instruction is responsible for the expenditure of all moneys voted by Parliament for the purposes of public instruction. All lands acquired are held in trust for the maintenance of schools and the revenue derivable from the Church and School Estates land is paid into the "Public Instruction Endowment Account," and must be expended upon the State system of education. Apart from the sums received as school fees and from the endowment account, the whole of the expenditure incurred under the Act of 1880 is defrayed out of the Consolidated Revenue.

Classification and Number of Schools.

Under the Public Instruction Act the following classes of schools are established and maintained:—

Public Schools, with attendance varying from twenty to 600 and over, classified from Class X (the lowest) to Class I. Teachers in these are required to hold classifications commensurate with the class of school to which they may be appointed.

Superior Public Schools, under the same classification as Public Schools, but in which additional lessons in the higher branches of education may be given. To warrant the establishment of a Superior School there must be in attendance at least twenty pupils who have completed the course prescribed for a Fourth Class.

Half-time Schools, conducted in all respects as Public Schools under classified teachers. These may be established wherever sixteen children within 10 miles of a central point can be collected into groups of not less than eight in each. The teacher divides his time between the two schools so as to effect the largest amount of good.

House-to-house Schools, similarly conducted, except that the teacher has three or more stations instead of two under his charge, and the numbers in each are smaller. The subjects of instruction are limited to reading, writing, dictation and arithmetic. The teachers in these schools hold no classification, and are paid £4 10s. a year per caput up to a maximum of £90.

Provisional Schools, established in remote and thinly populated districts where no Public School may exist, and where not fewer than ten, but not more than nineteen, children between the ages of 6 and 14 years can regularly attend. A Provisional School may not be established within 4 miles by nearest route of any existing Public, Provisional, or Half-time School. These schools are divided into two classes, and the teachers are, as a rule, unclassified.

Evening Public Schools, which may be established where not fewer than ten persons over 14 years of age will attend who may not have received the advantages of primary education. No teacher can be appointed to Evening Schools unless he has been trained and classified.

High Schools for Boys and High Schools for Girls, before entering which an examination must be satisfactorily passed. In these schools the course of instruction includes ancient and modern languages, literature, history, mathematics, physical science, and other approved subjects, and is such as to complete the Public School curriculum and to prepare students for the University.

It will be evident from this statement and from the Regulations appended that the Public Instruction Act of New South Wales is remarkably liberal in its provisions for the establishment of schools and supply of teachers, and is specially suitable for a sparsely-peopled country. Under the operation of this Act every nook and corner of the Colony where eight or ten children can be collected has its school and teacher. The expense is, of course, great, but Parliament has always been most generous in its grants for educational purposes. In addition to the schools established and maintained under the Public Instruction Act, the following State supported or aided schools are still in operation, namely, the Sydney Grammar School, the two Industrial Schools, the School for the Deaf and Dumb and the Blind, and the Carpenterian and Shaftesbury Reformatory Schools.

The following table shows the number and the classification of the schools open in 1899:—

	Schools.	Departments.
1. *High Schools*—		
Unclassed	4	4
2. *Public Schools and Half-time Schools*—		
In Class I	46	138
„ II	39	105
„ III	29	62
„ IV	61	85
„ V	122	123
„ VI	240	240
„ VII	230	230
„ VIII	394	394
„ IX	836	836
„ X	128	128
Unclassed	142	142
3. *Provisional Schools*—		
Class I } „ II }	358	358
4. *House-to-house Schools*—		
Unclassed	33	33
5. *Evening Public Schools*—		
Unclassed	31	31
Total	2,693	2,909

Compulsory Attendance.

All children between 6 and 14 years of age must attend school not fewer than seventy days in each half-year, unless exempted

on the ground (*a*) of being under regular and efficient instruction elsewhere; (*b*) of sickness, infirmity, fear of infection or other unavoidable cause; (*c*) of the non-existence of any school within 2 miles by nearest road; (*d*) of being educated up to a prescribed standard in reading, writing, spelling, and arithmetic. The maximum penalties for non-compliance with the law are a fine of 5s. for the first offence, and of £1, or in default imprisonment for seven days for each subsequent offence. When a pupil satisfies the Inspector, a certificate exempting him from compulsory attendance is issued.

The returns for the year show an improvement as regards enrolment, the gross enrolment at Primary schools being 265,037 pupils, as compared with 258,592 in 1898, an increase of 6,445. Deducting 12 per cent. on account of multiple enrolments, the number of individual pupils under instruction was 233,233, an increase over the preceding year of 5,672.

The gross aggregate enrolment and the aggregate enrolment of distinct pupils for the last five years appear below:—

Years.	Gross Aggregate Enrolment.	Corrected Aggregate Enrolment of Distinct Pupils.	Increase.	
			Gross Enrolment.	Corrected Enrolment.
1895 ...	245,904	216,396	11,512	10,131
1896 ...	251,821	221,603	5,917	5,207
1897 ...	256,996	226,157	5,175	4,554
1898 ...	258,592	227,561	1,596	1,404
1899 ...	265,037	233,233	6,445	5,672

Estimating the mean population of the Colony for 1899 at 1,345,245, the population between 6 and 14 years of age was 253,212. Of this number 201,014, or 79·4 per cent., attended State Schools, and 52,198, or 20·6 per cent., received instruction in Private Schools or at home, or else remained untaught. From the latest returns of Private Schools' attendance it is estimated that the total enrolment was 60,159. As of this enrolment 45,294 pupils were between the ages of 6 and 14, it will be seen that, of the total statutory school population of 253,212, 246,308, or 97·3 per cent., were enrolled at State and Private Schools, while 6,904, or 2·7 per cent., were taught at home, had left school after satisfying the standards of the Act, or remained untaught. In addition to pupils of the Statutory School age, 18,736 under 6 years of age, and 29,883 over 14 years, were also enrolled for school attendance—33,754 at State Schools, and 14,865 at Private Schools. Thus, of 356,232 children in the Colony between the ages of 4 and 15 years, 234,768 attended State Schools, and 60,159 attended Private Schools; while the remainder, 61,305, received instruction at home, had completed their education, or were untaught.

The enrolment and average attendance for the last 5 years are shown in the following table:—

Years.	Year's Enrolment.	Quarterly Enrolment.	Average Attendance.		
			Number.	Percentage of Year's Enrolment.	Percentage of Quarterly Enrolment.
1895 ...	216,396	192,075	139,978	64·68	72·87
1896 ...	221,603	197,025	142,192	64·16	72·17
1897 ...	226,157	201,947	148,381	65·60	73·47
1898 ...	227,561	203,910	141,723	62·27	69·50
1899 ...	233,233	208,632	149,439	64·07	71·62

Under the compulsory clauses of the Act 62,908 children between the ages of 6 and 14 years were returned as having failed to complete the minimum attendance of 70 days during the first half of the year; but in 417 cases only was the law set in motion. The parents of 3,422 were cautioned, while in the remaining cases satisfactory explanations were furnished, or the circumstances were not such as to render any action necessary. In a large number of instances pupils had obtained certificates by examination, and were thus legally exempt.

For the second half-year, the number between the compulsory ages who did not attend 70 days was 54,052. In 615 cases legal action was taken, and cautions were sent to parents in 3,223 cases.

Cost of Education.

The entire cost of education, except the small sum paid in school fees, is borne by the State. The following is the expenditure for the year 1899:—

				£	s.	d.
No. of Teachers—						
Primary	4,861					
High	23					
Total Amount of Salaries—						
Primary				557,255	9	3
High				5,275	3	4
Building sites, rents, repairs, water and sewerage, rates, Architect's Branch ...				90,926	8	8
Maintenance of schools, including materials, cleaning, fuel, and forage allowances, teachers' travelling expenses, bursaries, scholarships, and cookery instruction ...				35,426	14	9
Administration, including general management, inspection, Training Schools, and Examiner's Branch				48,196	11	10
Total				737,080	7	10
Fees—						
Primary	75,263	1	0			
High	3,095	1	6			
				78,358	2	6
Nett Expenditure ...				658,722	5	4

The total expenditure of the Department, exclusive of the salary of the Minister, was £735,710 7s. 10d., of which sum

£9,103 15s. 5d. was expended on High Schools and bursaries, so that the expenditure in that year on purely primary education was £726,606 12s. 5d.

The net cost per head to the State for each child, including the expenditure on buildings, was in 1899—

Calculated upon the—	£	s.	d.
Gross enrolment of pupils	2	9	8¼
Year's enrolment of distinct pupils	2	16	5¾
Mean quarterly enrolment	3	3	1½
Average attendance	4	8	1¾

Fees.

In Public, Superior, and Provisional Schools a weekly fee of 3d is charged, as also in Half-time and House-to-house Schools for five days' teaching. In High Schools the fee is £3 3s. per quarter; in Evening Schools, 1s. per week. In the case of Evening Schools the fees are the property of the teacher; in all other cases they are paid into the Consolidated Revenue, and by that amount lessen the Department's expenditure. When parents cannot pay fees the Minister may relieve them of their liability.

During 1899, free education was granted to 34,476 children, and debts to the amount of £1,509 9s. 8d. were cancelled. As a rule, the children attending schools are well-clothed and well-fed. Except in the coal-mining districts barefooted pupils are rare. It is a matter for congratulation that no necessity has yet arisen for even considering the question of providing free meals for needy scholars.

Instruction.

The teaching is strictly non-sectarian, but secular instruction includes general religious teaching as distinguished from dogmatic or polemical theology. Provision is made for setting apart one hour each day, at a time fixed by the Local Board in consultation with the teacher and the clergyman concerned, for the special religious instruction of children of any religious persuasion by a clergyman or other religious teacher of such persuasion.* No child is compelled to receive special religious instruction if his parents object, and the same holds good as regards general religious instruction when a parent notifies his objection in writing. The general religious instruction given is that contained in the Irish National Scripture Series, and in the Scripture History and Moral Lessons in the ordinary School Series In the junior classes when children are unable to read, the lessons are given orally in the form of lectures, and generally cover a complete course of Old and New Testament History. General religious teaching is placed on exactly the same footing as geography, grammar, or any other subject, and at the annual inspection of schools the pupils are examined

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* The Visitors' Books of the Schools show that in the year 1899, 19,515 visits were made for this purpose by the representatives of the several denominations:—Church of England, 13,315; Roman Catholic, 392; Presbyterian, 2,421; Wesleyan, 1,916; others, 1,471.

in it. The secular instruction includes, in addition to the ordinary subjects, history, object lessons, singing, drawing, needlework, and drill. Latin, French, geometry, algebra, mensuration, and trigonometry are also subjects of instruction in some of the schools.

All pupil-teachers and students in training receive systematic instruction in music, drawing, and drill. All teachers, unless they can give proof of physical disability are required to pass examination in these subjects and to teach them to their scholars. In the principal centres of population special officers are appointed to report upon the efficiency with which these subjects are taught, and to give model lessons for the guidance of the ordinary teachers.

Cookery is taught by specially-trained teachers who have first served as pupil-teachers, then passed through the Training School, and subsequently through a course of Cookery to fit them for their work, All female students are taught cookery and have to pass an examination at the end of the course.

Public School Savings Banks.

At the beginning of the year 1899 630 Banks were in existence, 7 new ones were established and four closed, leaving 633 in operation on 31st December. The credit balance brought forward from 1898 was £8,103 13s. 8d., which by the end of the year amounted to £9,112 13s. 4d., showing an increase of £1,008 19s. 8d.

The deposits and withdrawals during the year, amounting to £16,664 8s. 6d. and £15,655 8s. 10d. respectively, also show a large increase on the previous year's transactions, the former of £2,084 13s. 1d., and the latter of £1,775 7s. The amount withdrawn for deposit to the credit of pupils in the Government Savings Bank was £4,506 4s. 10d., as compared with £4,101 17s. in 1898.

Since the establishment of these banks in 1887 the deposits have totalled £155,783 3s. 4d., and the withdrawals £146,670 10s. Of this latter sum, £42,559 17s. 1d. was withdrawn for the purpose of being placed to the credit of children's own accounts in the Government Savings Bank.

Scholarships and Bursaries.

For the promotion of secondary education sixty scholarships are awarded yearly, entitling holders to grants of text books and to free education for three years in a State High School. These may be competed for by all children under 14 years of age, whether attending public or private schools. There are also thirty full and twenty half bursaries for Public School pupils whose parents are unable to pay for their education. Full bursaries entitle those who gain them to an allowance for board and free text books, and to free education for three years in any

Sydney Superior School, the Sydney Grammar School, or any State High School. Those who obtain half bursaries receive free books and free education.

Ten State bursaries established in connection with the University are tenable for three years by pupils from Public and High Schools, or State bursars from the Sydney Grammar School. Candidates must be under 18 years of age, and, if successful, are entitled to text books and free education with an allowance of not more than £20 to those living at home, and not exceeding £50 to those necessarily boarding out. Every bursar must matriculate, attend lectures, be of good conduct, and pass creditably his first and second years' examinations. At the examinations held in 1899 under the Scholarships and Bursary Scheme, 105 candidates were successful. Of these 25 males and 25 females obtained scholarships for High and Superior Schools, 25 males and 20 females bursaries tenable at such schools, and 6 males and 4 females University bursaries.

Training of Teachers.

After a four years' course pupil-teachers are examined with a view to their admission to a two years' course in the Training Schools, of which there are two, one for females at Hurlstone, near Ashfield, and the other for males in connection with the Model Public School, Fort-street, Sydney. Fifteen full and ten half scholarships are available for males and the same number for females. In addition to those successful in obtaining scholarships, examinees who satisfy the standard may either enter the Training Schools at their own expense, or return, as in the case of those who fail at examination, to their former positions, until an opportunity presents itself for their appointment to the charge of small schools not entitled to the services of classified teachers. All who receive special training are required to undergo Departmental examination for classification, and such as desire to do so after leaving the Training School are afforded opportunities of matriculating and of attending the University. Fees and all other expenses have hitherto been paid by the Department. The enrolment of students at the Fort-street Training School for 1899 was twenty-three, while twenty-four female students were in residence at Hurlstone.

Students of distinguished merit are awarded scholarships at the Sydney University. Arrangements are made for the scholars to attend the day lectures at the University; all fees are paid for them and the necessary text books are supplied. The scholarship is held for three years if the holder passes the yearly examinations and is favourably reported upon as to conduct.

The attainments of teachers are tested by written and oral examinations, and their skill in teaching determined by their ability to manage a school or class; and according to such attainments and skill they are classified in the following

grades:—I A. (with honours), I A. and I B.; II A. (with honours), II A., II B.; III A., III B., and III C. A classification awarded to a teacher is provisional in the first instance, and is not confirmed until after three years' satisfactory work. Examinations of teachers are held in June of each year; those of pupil-teachers in December. An accurate record of the official career of each teacher is kept, and appointments are made on the grounds of merit and of seniority as regards services and classification.

Classification of Public Schools.

(From the Regulations under the Public Instruction Act, 1880.)

Classification of Schools.

Reg. 77.—Primary schools established or maintained under this Act shall be classed as follows:

First Class Schools.

All schools in which the average daily attendance is not less than 600 in three departments, boys', girls', and infants'. and in which the standard of proficiency prescribed for that class of school is fully reached.

Second Class Schools.

All schools in which the average daily attendance is not less than 400 children nor more than 600 in three departments, boys', girls', and infants', and in which the standard of proficiency prescribed for that class of school is fully reached.

Third Class Schools.

All schools in which the average daily attendance is not less than 300 nor more than 400 in three departments, boys', girls', and infants', and in which the standard of proficiency prescribed for that class of school is fully reached.

Fourth Class Schools.

All schools in which the average daily attendance is not less than 200 nor more than 300 in two departments, and in which the standard of proficiency prescribed for that class of school is fully reached.

Fifth Class Schools.

All schools in which the average daily attendance is not less than 100 nor more than 200 children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Sixth Class Schools.

All schools in which the average daily attendance is not less than fifty nor more than a hundred children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Seventh Class Schools.

All schools in which the average daily attendance is not less than forty nor more than fifty, and in which the standard of proficiency prescribed for that class of school is fully reached.

Eighth Class Schools.

All schools in which the average daily attendance is not less than thirty nor more than forty children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Ninth Class Schools.

All schools in which the average daily attendance is not less than twenty nor more than thirty children, and in which the standard of proficiency prescribed for that class of school is fully reached.

Tenth Class Schools.

All Public Schools in which the average daily attendance does not reach twenty.

Condition of Retention in Class.

Reg. 78.—When a school fails to meet the conditions above specified, the Minister may remove such school to a lower class.

SALARIES.

[From the Special Regulations relating to the Public Instruction Department, extracted from the "Revised Regulations under the Public Service Act of 1895" (5th May, 1898).]

Salaries of Male Teachers.

Reg. 183.—The salaries of male classified teachers shall be according to the following scale:—

For a teacher in charge of a school of the	First Class ...	... £350
" "	Second Class ...	... 300
" "	Third Class ...	... 224
" "	Fourth Class ...	... 216
" "	Fifth Class ...	... 204
" "	Sixth Class ...	... 195
" "	Seventh Class ...	... 171
" "	Eighth Class ...	... 148
" "	Ninth Class ...	... 125
" "	Tenth Class ...	... 103

In schools ranking below the Fourth Class, the salaries of unmarried male teachers, and of married teachers who are not assisted by their wives, as required by Regulation 182, shall be £12 per annum less than the foregoing rates.

In addition to these salaries, residences, vested or rented, shall be provided for classified married male teachers in charge of classified Public Schools; but a residence rented for a teacher shall be as near as practicable to his school.

For the purposes of carrying out certain provisions of the Public Service Act, in cases where teachers are subscribers to the Superannuation Fund, 4 per cent. per annum shall be deducted from the salaries of such teachers, in the case of vested residences, on the assessed rental value of such residences, and in the case of non-vested residences on the amount actually paid as rental for such residences, provided that the maximum rent to be allowed shall not exceed the following sums:—For First Class Schools, £72; for Second, Third, and Fourth, £60; Fifth Class, £50; Sixth, £40; Seventh, £35; Eighth, £30; Ninth, £25; Tenth, £20.

Salaries of Mistresses.

Reg. 184.—The salaries of mistresses shall be according to the following scale:—

For a mistress in charge of a girls' or infants' department of a—

	Girls' Department.	Infants' Department.
	£	£
School of the First Class	250	194
" Second Class	220	182
" Third Class	180	171
" Fourth Class	170	160

For a mistress in charge of a—

Separate infant school, with attendance of 150 or over ...	£182
Separate infant school, with attendance below 150	171
School of the Seventh Class	159
„ Eighth Class	136
„ Ninth Class	113
„ Tenth Class	91

Provided that a mistress of an infants' department of a First Class School at the date of the passing of these Regulations, who holds a I A. certificate, shall be entitled to receive £26 a year more than the salary herein provided, and that one holding a I B. certificate £6 more, and that, for the purpose of this proviso, the Board may allow teachers who held a I A. certificate, awarded by the late Council of Education for service, to count as holding a I A. certificate.

Salaries of Assistant Teachers.

Reg. 185.—The salaries of assistant teachers shall be according to the following scale :—

	Male.	Female.
	£	£
To a first assistant, holding a First Class certificate, in a school of the First Class	225	150
To a second assistant, holding a Second Class certificate, in a school of the First Class	136	108
To a first assistant, holding a Second Class certificate, in a school of the First or Second Class	171	130
To an assistant, holding a Second Class certificate, in a school of the Third, Fourth, or Fifth Class ...	136	104
To an assistant, holding a Third Class certificate, in a school of the First, Second, Third, Fourth, or Fifth Class	113	104
To an ex-student of the Training School for the first year	96	84
To an ex-student of the Training School for the second year	104	90
To an ex-student of the Training School for the third or later year	113	96
To an ex-pupil teacher, appointed assistant, who has passed the final examination...	90	90
To an ex-pupil-teacher, appointed assistant, who has failed at the final examination	72	72

Salaries of Teachers of Provisional Schools.

Reg. 186.—The salaries of teachers of Provisional Schools shall be at the following rates :—

Where the average attendance at the school is sixteen and over, £88 per annum.

Where the average attendance at the school is between ten and sixteen, £72 per annum.

Salaries and other Remuneration of Pupil-teachers.

Reg. 187.—The remuneration of a pupil-teacher will consist partly of instruction to be given by the teacher, for at least one hour on every school day, and partly in a yearly salary. Pupil-teachers' salaries will be paid at the following rates :—

	Male.	Female.
	£	£
First Class	68	46
Second Class	57	34
Third Class	46	30
Fourth Class	40	24

Salaries of Work-mistresses.

Reg. 188.—Work-mistresses may be appointed to schools of the First and Second Classes; and their salaries shall be at the following rates:—

	Per Annum.
	£
In a First Class School with an average daily attendance of not fewer than 250 girls	114
In a First Class School with an average daily attendance of fewer than 250 girls	95
In a Second Class School	86

Salaries of Teachers of Evening Public Schools.

Reg. 189.—The salaries of teachers of Evening Public Schools shall be at the following rates:—

For an average attendance of 10 to 15, £19 per annum.
" " 15 to 20, £25 "
" " 20 to 30, £30 "
" " 30 to 40, £36 "

Salaries or Remuneration of Itinerant Teachers.

Reg. 190.—(1). Teachers of Half-time Schools shall be paid the same rates of salary as teachers of Public Schools of corresponding classification.

(2). The remuneration of teachers engaged in house-to-house teaching shall be at the rate of £4 10s. per annum for each pupil in average attendance, up to a maximum salary of £90 per annum.

Forage Allowances to Itinerant Teachers.

Reg. 191.—Itinerant teachers shall be allowed, where necessary, a sum of £10 per annum as forage allowance, in addition to the salaries or remuneration provided for by Regulation 183. Application for the payment of forage allowance should be made at the end of each quarter.

School Fees.

Reg. 192.—Where the pupil of an Evening Public School is relieved from payment of school fees, the teacher may be allowed by the Department of Public Instruction an amount equal to such fees.

There were actually employed on 31st December, 1899, 4,884 teachers of all classes, being 125 more than at the end of the previous year. 3,106 were classified teachers, 596 unclassified but certificated for small schools, 47 were Training-school students, 1,052 pupil-teachers, 60 work-mistresses, and 23 High School teachers. Of the whole number 53·4 are males, and 46·6 females; and of the teachers in charge of schools 78·4 per cent. are males, and 21·6 females. As regards assistants, the percentages are 27·7 males, and 72·3 females.

Of the total number of classified teachers 7·3 per cent. are in Class I., 35·9 per cent. in Class II., and 56·8 per cent. in Class III. Only 16 per cent. of our teachers are unclassified, and the majority of these had, before appointment, served four years in least as pupil-teachers.

The teachers whose connection with the Department ceased during the year numbered 185. Of these, 137 resigned, 21 retired under the Public Service Act, 10 were transferred to other departments of the Service, and 17 died.

During 1899, 871 applicants for appointment to the office of pupil-teacher were submitted to competitive examination, of whom 139 were accepted. Of those awaiting employment 181 were appointed to schools.

Teachers' Examinations.—The total number of examinees of all classes during 1899 was 2,968. The percentage of passes of teachers was 54·5 and of pupil-teachers 93·6. The total number of pupil-teachers reported on was 932, as against 778 in 1898.

PENSIONS.

By the Civil Service Act of 1884, the teachers under the Department of Public Instruction were placed upon the footing of civil servants for purposes of superannuation and were required to contribute 4 per cent. of their salaries to the Superannuation Fund. The Public Service Act of 1895, now in force, provides that future appointees shall not be entitled to pensions, but, while conserving the rights of all in the Service at its introduction, gave them the option of withdrawing from the charges and benefits of the Superannuation Fund. The great majority of teachers did withdraw, and now only a comparative few, and those the older members of the Service, are eligible for pensions.

For nearly thirty years there has been in operation a Teachers' Mutual Assurance Association, managed entirely by State School teachers. The mode of operation is simple and inexpensive. Members are admitted upon satisfactory medical examination and payment of an extra fee. When a member dies a fixed sum is deducted, through the Department, from the monthly salaries of all the remaining members, and a cheque for the amount at once handed over to the widow or executor. The average amount paid annually by each member has been £1 1s. 6d.; and for this payment a sum of about £70 has been assured, being at the rate of £1 10s. 5d. per £100. There is no legacy duty, nor have nominees of deceased members to wait for proof of will. Proof of death only is necessary. This Association is not subsidised by the State.

INSPECTORS.

Inspectors of schools are chosen from the ranks of the teachers. They must hold the highest classification, IA.; must have successfully conducted a large school for several years, and have given evidence of possessing the special qualifications required for inspectorial work. Inspectors, in addition to the usual duty of inspecting and reporting upon schools, are charged with a great amount of administrative work. Each Inspector is allotted a

district, and he is held responsible for that district being adequately supplied with schools, and for the schools being kept in an efficient state. Hence he is required to see that schools are established where necessary; that sufficient accommodation is provided for the pupils; that the school buildings are kept in good condition, and are provided with the needful furniture and apparatus. All recommendations as to new buildings, additions, improvements, and repairs must come from the Inspector. In minor matters he supervises work himself; in the more expensive cases he furnishes a full report to the Chief Inspector and arrangements are made to place the works under a professional officer, the Clerk of Works. As regards the efficiency of the school, the Inspector is expected, when the results are unsatisfactory, to give such directions and suggestions as will tend to remedy the defects, and he is empowered to take the school into his own hands, so as to show the teacher good methods and management. If the Inspector fails to effect the desired improvement, the case is brought under the notice of the Minister through the Chief Inspector, and the offending teacher is warned, censured, or disrated, according to the circumstances of the case. The punishment of dismissal is inflicted only in cases of gross misconduct and after long consideration. It need scarcely be added that such cases are exceedingly rare.

As in 1898, the inspectorial Staff comprised 36 officers:—Chief Inspector, Deputy Chief Inspector, 9 District Inspectors, and 25 Inspectors.

The following table shows the inspected and uninspected schools:—

—	Public.	Provisional.	Half-time.	House-to-house.	Evening.	Total.
Inspected ...	2,021	355	436	31	28	2,871
Uninspected	5	3	20	3	3	34
Totals ...	2,026	358	456	34	31	2,905

Private Schools.

There is nothing in the Public Instruction Act in force in this Colony to preclude anyone, no matter with what qualifications, from opening a private school in any locality, or from using any kind of building for such purpose.

When the State-aid granted to Denominational Schools was withdrawn in 1882, a great many of these schools ceased to exist; but some, chiefly those connected with the Roman Catholic Church, and in a less degree with the Church of England, were still maintained, and now appear in the returns as Private Schools.

According to the latest statistical records available there were 1,053 Private Schools open during 1899, with an enrolment of 60,159 pupils. Of these, 584 schools, with an enrolment of 15,028 pupils, were undenominational; 318 schools, with an enrolment of 39,649, were Roman Catholic; and 59 schools, with an enrolment slightly exceeding 4,000, were Church of England.

The higher grade Roman Catholic Schools are usually styled Colleges, and the higher class Church of England Schools are generally called Grammar Schools. In these schools the range of instruction usually includes the curriculum for the Junior and Senior University Examinations, and coincides largely with that of the Superior Public Schools and the State High Schools.

The majority of the 584 schools returned as undenominational must be very small,—for taking the average attendance in accordance with the usual standard as about two-thirds of the enrolment, and dividing it by the total number of schools, we get an average attendance of about seventeen only for each school. Many of these smaller schools are principally supported by parents who desire to evade the compulsory clauses of the Public Instruction Act, which provide that children must attend school for at least seventy days in each half-year. Private school teachers are not compelled to keep any attendance records, and if they do keep them, they need not allow them to be inspected by our Departmental Officers unless they so wish.

Local Supervision.

The Minister has the assistance and advice of Public School Boards in the various centres of population; but, seeing that the amount expended annually on education is paid out of the general revenue, not from a specially-imposed rate, it has not been found practicable to place in the hands of the Boards the control of the expenditure of the public funds on schools under their supervision. The *internal* management of schools is controlled by the Minister. The members of the Local Boards (not more than seven in each case) are appointed by the Governor-in-Council. Their duties as provided in the Public Instruction Act are (*a*) to regularly visit, inspect, and report upon the schools placed under their supervision; (*b*) to suspend any teacher for misconduct in cases not admitting of delay, and to report immediately the cause of such suspension to the Minister; (*c*) to use every endeavour to induce parents to send their children regularly to school, and to report the names of parents or guardians who refuse or fail to educate their children. The total number of Boards in operation at the end of 1898 was 299, on 56 of which ladies, numbering 115, held seats.

Technical Education.

Technical Education under this Department is carried on by means of the classes established at the Sydney Technical College, the branch Technical Colleges at Bathurst, Goulburn, Newcastle,

Alburg, and West Maitland, and branch schools or classes at twenty suburban and country centres. The following is a list of the subjects taught at these places:—

- Agriculture
- Antique Drawing
- Applied Mechanics
- Architecture (Drawing)
- Architecture (History)
- Art Decoration
- Black-smithing
- Boiler-making
- Book-keeping
- Botany
- Building Construction
- Cabinet-making
- Carpentry and Joinery
- Casting in Plaster
- Chemistry, Theoretical and Practical
- China-painting
- Cookery
- Collotype Printing
- Design
- Dispensing
- Domestic Economy
- Dress-cutting, Scientific
- Dressmaking
- Electricity and Magnetism
- Electrical Engineering
- Experimental Mechanics
- Farriery
- Fitting and Turning
- Freehand Drawing
- Geology
- Geometry, Plane and Solid
- Graining and Marbling
- Hand-railing
- House-painting
- Iron-founding
- Life, Drawing from
- Lithography with Photography
- Materia Medica and Pharmacy
- Mathematics
- Mechanical Drawing
- Millinery
- Mineralogy
- Mining, Metalliferous
- Modelling
- Model and Object Drawing
- Pattern-making
- Perspective Drawing
- Plant Drawing, outline & colour
- Pharmaceutical Chemistry
- Penmanship and Correspondence
- Physics: Practical and Applied
- Physiology
- Plumbing
- Quantity Surveying
- Sanitation: Practical
- Shorthand
- Signwriting
- Sketching
- Slide Rule
- Sound, Light, and Heat
- Starching and Ironing
- Still Life, Drawing from
- Veterinary Science
- Wool-sorting
- Wool-classing

The number of classes in operation is 258, of which 217 are conducted by salaried teachers, and 41 by teachers who are paid by fees only.

In addition to the above classes instruction in Technical Subjects is given—for school pupils only—at many of the Public Schools in the Colony.

The enrolments of students in 1899 were as under:—

Sydney Technical College	4,837
Suburban Classes	643
Country Classes	2,654
Classes connected with Public Schools	2,122
	10,256

The number of individual students was 7,647; the average weekly attendance was 6,931. The teaching staff comprised 109 persons, distributed as follows:—12 lecturers in charge of departments, 7 resident masters in charge of branch schools, 53 salaried teachers, 15 assistant teachers, and 22 teachers in charge of classes, but who were remunerated by fees of students only.

The Sydney Technical College is an important institution, erected solely at the Government expense and fully equipped with workshops, laboratories, machinery, and all teaching appliances requisite for giving instruction in the large number of subjects already mentioned.

The standard of work reached in recent years was fully maintained in 1899. At the Technological Examinations of the City of Guilds of London Institute, held in May 1899, 25 students of the various colleges were examined, of whom 21 passed. During this year additional day and evening classes were arranged, but it is still quite impossible to meet the demands in consequence of the lack of space. Many classes remain crowded, and a large number of intending students are waiting to join as soon as vacancies occur. The want of additional accommodation and in some instances the lack of suitable equipment, seriously hamper the work of the Branch.

With regard to the different subjects of instruction, courses in Mechanical and Electrical Engineering attract the largest classes. The Electricity and Magnetism classes have increased enormously. Fewer students entered for the classes in Sound, Light, and Heat, and it is difficult to understand why so small a percentage of those attending the trade classes realise the importance of these subjects, seeing that they are called upon to know some of the laws in connection therewith.

The total expenditure of the Technical Education Branch for the year 1899 amounted to £29,129 3*s.* 2*d.*

Technological Museums.

These museums are affiliated to the Technical Colleges, and are in operation in Sydney, Bathurst, Goulburn, Newcastle, West Maitland, and Albury. Their contents consist of food and economic products, mineral specimens, and miscellaneous exhibits. These are used for teaching purposes. 246,572 visitors attended these museums during 1899.

Agricultural Colleges.

Agricultural Colleges and Experimental Farms, under the Department of Mines and Agriculture, are carried on at Richmond (Hawkesbury), Wagga Wagga, Bathurst, and Wollongbar.

Cookery.

Schools of Cookery are established at 11 centres, and are attended by the elder girls from all the Public Schools within reach. The term of instruction lasts for 6 months, and as soon as all the pupils of uitable age have completed the prescribed programme of lessons, the Cookery School is moved on to another centre. In this way, 864 girls were taught cookery in 1899; 771 of these were examined, and 750 passed the applied tests. The teachers of cookery have been specially trained for the work.

Manual Training.

There are in existence ten workshops or classes for Manual Work which afford instruction to the pupils of 29 schools. Their object is to teach boys expertness in the management and use of ordinary tools, and in the making of accurate measurements; and, together with this, to teach them the elementary parts of many trades. These were attended by 913 pupils, including students in training; 527 of these attended the examinations, and 484 were credited with a pass.

SECONDARY AND HIGHER EDUCATION.

In addition to the High Schools and the various classes of Public Schools there exist several institutions of an educational character which receive an annual subsidy from the Government. The most important of these is the Sydney Grammar School, in which the curriculum is of such a character as to enable students to complete the course of instruction the basis of which they acquired in Primary Schools, and, if they so wish, to prepare themselves for the University. In 1899 the average quarterly enrolment was 508, and the daily attendance 484. Towards maintaining this school the State contributed £1,500, the school fees and other revenue amounting to £9,061 8s. 6d.

The number of High Schools open in 1899 was 4, being one fewer than in the previous year. Owing to lack of support on the part of the public, the enrolment of pupils at the Bathurst High School for Girls fell so low that it was deemed expedient not to reopen the school after the end of 1898.

The total enrolment at those in operation was 606, and the average daily attendance 436, as against 527 and 376 respectively for 1898. The attendance at each school is shown below:—

School.	Total Enrolment.	Average Quarterly Enrolment.	Average Daily. Attendance.
Sydney (Boys)	213	164	152·4
„ (Girls)	219	169	151·6
Maitland (Boys)	113	93	89·3
„ (Girls)	61	47	42·7
Totals	606	473	436·0
Totals for 1898 ...	527	420	376·3

All the principal religious bodies provide High Schools and Colleges, without aid from, or supervision by, the State, where students may be educated according to the precepts of their various beliefs, and prepared to compete for University honours or the professions. Prominent among these are King's School (Church of England), at Parramatta, the North Sydney Church of England Grammar School, the Colleges of the Marist Brothers

and the Jesuit Fathers at Hunter's Hill and Riverview, the Presbyterian Ladies' College at Croydon and College for Boys at Rose Bay, Newington (Wesleyan) College and the Wesleyan Ladies' College at Burwood.

Sydney University was opened in October, 1852, when 24 matriculated students were admitted to membership. From the foundation of the University to the end of 1899, 1,755 degrees of various kinds have been conferred. These include 269 M.A., 988 B.A., 23 LL.D., 78 LL.B., 38 M.D., 156 M.B., 112 Ch.M., 32 B.Sc., 3 M.E., and 56 B.E. During 1899 the degrees conferred were 92, viz., M.A., 6; B.A., 46; LL.B., 7; M.B., 15; Ch.M. 12; B.Sc., 2; and B.E., 4.

Examinations, corresponding to the local examinations of the English Universities, are held every year. These examinations have proved highly popular, attracting no less than 2,305 candidates in 1893, of whom 173 were seniors, and 2,132 juniors. Since that year, however, the number of candidates has greatly fallen off; and now that the Public Service Board have instituted competitive examinations for appointments to the Public Service, it is expected that the candidates presenting themselves for examination will be still further reduced. In 1899, 123 candidates presented themselves for the Senior and 1,091 for the Junior examination, of whom 106 and 752 respectively obtained certificates.

The University Staff consists of 14 professors and 33 lecturers.

The expenditure for 1897 was £34,132, of which sum £11,267 was granted by the Government. £14,413 was derived from private foundations for the payment of scholarships, bursaries, prizes, &c., for the Fisher Library, and for maintenance of the P. N. Russell School of Engineering. The total income for the year was £34,467.

In connection with the University there have been established St. Paul's Church of England College, St. John's Roman Catholic College, and the Presbyterian College of St. Andrew. In 1892 the Women's College was opened. This was established for the purpose of affording residence and domestic supervision to women students of the University, with efficient tutorial assistance. The Government granted £5,000 towards the erection of buildings, but affords no endowment to the College, beyond paying the salary of the Principal.

Reformatories and Industrial Schools.

In addition to the purely educational establishments, the State maintains several reformatories and industrial schools. For girls there are the Industrial School at Parramatta and the Shaftesbury Reformatory at South Head; and for boys, the nautical school-ship "Sobraon" and the Carpenterian Reformatory. All these institutions are under the control of the Minister for Public Instruction. At the Parramatta Industrial School the total enrolment of girls during the year 1899 was 165, of whom 52 were under and 113 over 14 years of age. At the end of the year the girls numbered 103. The cost of maintaining the school in 1899

was £2,576 18s. 3d. At the Shaftesbury Reformatory there were 15 girls at the close of 1899.

During the year 1899 the old kitchen became available for use as a cookery room, and eighteen girls were taught weekly the art of cookery by the teacher from the Technical Branch. Some of the girls become excellent cooks, and show great taste in their work. All of them are systematically trained in general housework—kitchen, scullery, laundry, and dairy work in turn, according to their capacity. They are also carefully instructed in flower-culture, needlework of all kinds, patching, darning, knitting and dressmaking; in fact, many girls who are admitted into the institution utterly devoid of the knowledge of the rudiments of domestic economy, are able when they leave it to make and mend their own clothing, and to prepare and cook a good meal. The work of the laundry class was very successful during the year, the girls being very carefully instructed in all the details of this industrial division.

Of the other industrial classes, the sewing division occupies a very prominent position. All the inmates' dresses, cloaks, jackets, aprons, and other wearing apparel are made and repaired by this class. In addition, the members of this division are taught knitting, darning, and crochet work. All inmates are members in turn.

For practical training in household duties, the girls are placed in the institution kitchen, and in the officers' quarters. All the cooking is done by the girls.

Much interest is taken by all in flower-culture, and advantage is taken of this to beautify, as far as possible, the interior of the institution. The flower gardens are kept in good order by the girls, under the matron's direction. In the school-room, good work has been done, and the teachers are most painstaking in the discharge of their duties.

A carefully drawn programme of evening recreation is prepared for the winter months, consisting of readings, recitations, and vocal and instrumental music. In addition to these, a course of lectures on "plain talks" was given on each Friday evening during the winter by the matron. The elder girls only were permitted to attend this course of lectures.

The want of a reformatory for criminal youths had been much felt for many years, and in the absence of such an institution magistrates had often sent convicted boys to the school-ship. In the early part of 1894 the Government acquired the Brush Farm Estate, and a portion of the land was speedily utilised, a section of the area in the municipality of Dundas being set apart as a home for crippled and delicate lads who have become inmates of charitable institutions, superseding a similar institution at Rydalmere, but these boys have since been transferred to Newington. Upon another section of the estate, coming within the boundaries of Eastwood, the Carpenterian Reformatory was opened in August, 1895. To this institution are sent boys who have been convicted in the lower or higher Courts, and whom it is desired to keep apart from such persons as they would have

to associate with if sent to gaol. In addition to being subjected to proper discipline, the boys are taught farming, carpentering bootmaking, and blacksmiths' work. At the end of 1899 there were 91 lads housed in the Reformatory, of whom about one-half were under 14 years of age.

On the "Sobraon" 502 boys were dealt with during the year 1899, and on the 31st December, 1899, there were 318 boys remaining on board. Up to the end of 1897 there had been 3,720 boys admitted on board, of whom 3,403 had left or been apprenticed. Favourable reports were received in the course of the year respecting more than 93 per cent. of the apprentices from the nautical school-ship who still remained under its supervision, and were liable to be brought back in case of misconduct. The net cost to the State during 1899 was £7,513 16s. 3d.

Institution for the Deaf and Dumb and the Blind.

The Institution for the Deaf and Dumb and the Blind is the only establishment subsidised by the Government which is definitely set apart for the care of children afflicted in the way the name suggests. The number of inmates last year was 117, of whom 75 were under 14 years of age. The number of teachers employed was 14, and the average cost per pupil £40 9s. 10d. The expenditure for 1899 was £5,148 10s. 3d., towards which the State contributed £900.

At the last census, the number of blind persons in the Colony under 21 years of age was returned as 84, of whom 20 were in public institutions. The deaf and dumb under 21 years of age numbered 221; of these 57 were inmates of the Deaf and Dumb Institution.

Department of Public Instruction,
Sydney, New South Wales.

Note.—The Public Instruction Act of 1880, and recent reports of the Minister of Public Instruction and other documents, may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

Supplementary Notes.

(i.) University Education.

The following is an extract from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900. Cd. 115.)

"The University of Sydney was incorporated in 1850, the Preamble of the Act of Incorporation commencing in the following terms:—'Whereas it is deemed expedient for the better advancement of religion and morality and the promotion of useful knowledge to hold forth to all classes and denominations of Her Majesty's subjects resident in the Colony of New South Wales without any distinction whatsoever an encouragement for pursuing a regular and liberal course of education.'

"The University of Sydney receives for general purposes an endowment from the Government of £12,000 per annum, and from private benefactions an endowment of £12,000 per annum.

"In 1854 an Act of the Legislature of New South Wales was passed to provide for the establishment and endowment of Colleges within the University of Sydney. The preamble of the Act is as follows:—'Whereas it is expedient to encourage and assist the establishment within the University of Sydney [of Colleges] in which systematic religious instruction and domestic supervision with efficient assistance in preparing for the University Lectures and Examinations shall be provided for the students of the University be it therefore enacted, &c.'

"The Act provides under certain conditions for a grant from the Government of not less than £10,000, nor more than £20,000 for building purposes in each case, provided that an equal amount shall have been raised by private subscriptions, and also for a grant of £500 per annum in perpetuity for the payment of the Principal of each College.

"The deed of grant under which the University holds its lands from the Crown provides for sub-grants for the erection of Colleges connected with four Churches or Religious Denominations, viz.:—

The United Church of England and Ireland;
The Church of Rome;
The Church ot Scotland;
The Religious Society denominated Wesleyan Methodists.

"Under these provisions Colleges have been incorporated and established upon the University Grounds in connection with the Church of England (St. Paul's College, Incorporation Act, 18 Victoria), Church of Rome (St. John's College, Incorporation Act, 21 Victoria), Church of Scotland (St. Andrew's College, Incorporation Act, 31 Victoria).

"As the University of Sydney is a non-sectarian institution, no enquiries are made as to the religious persuasion of the students upon their entering the University, while residence in the Colleges not being compulsory upon University students, who are at liberty to reside with their parents or in lodgings near the University, the statistics of the numbers attending any particular College will not represent the due proportion of students of any particular denomination at the University. The total number of students attending the University lectures is 512, while the number of students in residence at the respective Colleges is:—

St. Paul's College, Church of England ...	16
St. John's College, Roman Catholic	16
St. Andrew's College, Presbyterian	25

It is believed that the number of Roman Catholic students attending the University, many of whom are not in residence at St. John's College, bears a fair proportion to the number of the Roman Catholic population as compared with the numbers of students of other denominations.

"The Roman Catholic College is governed by a Council consisting of a Rector and 18 Fellows, of whom 6 must be duly approved priests and 12 must be laymen. The mode of appointment will be found in Section 3 of Act 21 Victoria. The Roman

Catholic Archbishop of Sydney is Visitor of the College, with all such powers as by law appertain to the office of Visitor of the College.

"The authorities of the University are seldom or never brought into contact with the Roman Catholic Episcopate, but the relations subsisting between them have, it is believed, been uniformly of a friendly character.

"It may be mentioned that . . . . the Senate has never had less than two members of the Roman Catholic Body among its numbers. In 1865–9 a distinguished Roman Catholic Layman was Vice-Chancellor of the University. The Senate consists of 16 Fellows, elected by the graduates of the University, and not less than three nor more than six Professors of the University."

*(ii.) Public Schools' Cadet Force.

The following remarks are taken from a report on the Public Schools' Cadet Force presented by the Chief Staff Officer and Superintendent of Drill in 1899:—

"The Cadet Force has more than maintained the standard reached at the beginning of last year, both as regards efficiency and the number of corps and cadets on the roll. The Sydney and sub-Metropolitan companies especially show an increase of numbers and interest, but the limited funds placed at my disposal for the supply of rifles and equipment prevent the proper formation of many corps.

"A considerable number of applications for the establishment of new corps have come to hand from all parts of the Colony, but permission to form could not be given for the reasons stated.

"On September 15th the City and Suburban Battalions were reviewed by Major-General French, the officer commanding the New South Wales Military Forces. In addition to the usual march past, etc., the cadets, to the number of 800, performed to musical time the various practices of physical drill with rifles, an innovation in the afternoon's work that came as a surprise, and elicited the hearty applause of thousands of spectators. Major-General French said he was exceedingly pleased at the display given by so large a number of boys. He congratulated the Cadet Staff on the excellent work done, and stated that Colonel Chippendale, the West Australian Commandant, who was present, had asked him to express his gratification at what he had seen. The General spoke highly of the great utility of the cadet organisation, and of the value of early instruction in the use of arms, the training of the lad being of inestimable benefit as a preliminary step in the military education of the man. These boys would be future defenders of their country. The discipline and self-control which the lads acquired must be of inestimable benefit to them in after life. He (the General) had always been interested in the cadet movement, and in his long experience had observed many cadet

* Supplementary Notes (ii.), (iii.), (iv.), (v.) are taken from the Report of the Minister of Public Instruction for New South Wales for 1899.

systems, and the New South Wales one seemed to him to be the most perfect, as the training here is left entirely in the hands of those who supervise the education of the lads in school, and who understand them better than the purely military authorities. He would do all in his power to further the interests of the Cadet Force, for he regarded it as a feeder of the Defence Force of the Colony. Now that federation was fairly under weigh, the question of defence was highly important, for it would be admitted that defence was one of the first considerations of union. If he could assist the cadets he would do so. There would be an alteration in the pattern of the arms used by some of the military corps, and he would recommend to the Minister that the discarded carbines be passed on to the elder boys in the cadets. It would be a grand thing for them to have something they could feel they were handling. They would learn to shoot, too; for it must be recollected that riflemen would win the battles of the future. The work done that afternoon was most satisfactory, and he was highly pleased with all he had seen.

"The editor of the *Colonial Military Gazette*, writing on the performance of the cadets on the above occasion at the Royal Agricultural Ground, frankly admitted that there was a time when he was opposed to the Public School cadet system, but having with unbiassed mind carefully watched the development of the system, he was free to confess that, so far from having been a failure, the movement had been a distinct success. The administration of the Cadet Force, he added, could be very well left in its present hands, and the conclusion forced upon the writer was that up to a certain point the cadets were better in the hands of the Department of Public Instruction than they would be under the control of the military authorities.

. . . . . .

"For a long time it has been noticed that the older and bigger boys of many of the Sydney schools do not keep up their connection with the cadets; and the difficult problem of how to keep them identified with the force has continually puzzled officers and teachers. It has been suggested that if a separate detachment of senior cadets, with a distinct uniform, were instituted, a large proportion of the elder boys would join: and if something could be done in the way of retaining them after these boys have left school, a great service would be done to the State. A scheme with the above object in view is at present under consideration.

School Drill.

"The Cadet staff continues to visit the schools in the Metropolitan and sub-Metropolitan Districts to instruct teachers, pupils, and cadets in calisthenics and drill, but the number of my assistants is inadequate for the work in this large area. An idea of the ground covered by the staff may be obtained when I state that Sergt.-Major Murphy attends the schools on the Illawarra line from Hurstville to Sydney, including such large

schools as Cleveland-street, Redfern, and Newtown; Quartermaster-Sergt. Smith visits the City Central and the Eastern and Northern Suburbs, ranging from Bondi to Gordon and Fort-street to Manly; while Staff Colour-Sergt. Reddish takes the drill at the schools on the main suburban and western lines from Stanmore to Parramatta and Penrith. The increasing population in these extensive districts require more attention than my staff is able to give. In addition to the systematic visits paid to the schools for the ordinary drill standard work, the Cadet staff have to devote a great deal of their time to the preparation of the pupils for the various calisthenic and other displays which are the great features of the monster gatherings of the Public Schools Amateur Athletic Associations in Sydney and Parramatta. The country schools are visited regularly by the local staff-sergeants of the New South Wales Military Forces, Major-General French kindly allowing the instructors to attend. I have continued the fortnightly classes for pupil-teachers, and an examination was held at the close of the year, when exemption from further attendance was granted to the first-class pupil-teachers. I wish to recommend that certificates of proficiency be issued to the pupil-teachers passing these examinations.

"While classes for male and female teachers were carried on weekly for a lengthy period in preparation for the Annual Sports Meeting, I have not been able to arrange for permanent classes —partly on account of room not being available for the purpose. As it is, one of the pupil-teachers' classes on alternate Friday evenings has to drill almost in the dark. The need for the lighting-up of the playground at Castlereagh-street is very urgent, in order that instruction in military drill, calisthenic exercises, etc., can be given, especially to pupil-teachers.

"The high standard of drill work performed at the annual gathering of the Public Schools Amateur Athletic Association was widely and favourably commented on by the Press, the military critics, and the public generally.

"Croydon Park again won the Challenge Shield, Paddington being second; Camperdown won the Manual and Firing Competition, and North Newtown the Physical Drill—both teams for the second time in succession. The displays at the last sports' meeting were exceptionally fine, and special mention must be made of the exhibition of Dumb-Bell Exercises by a thousand boys from various schools, who performed the movements laid down in the Drill Standard of Proficiency, in addition to a set of practices arranged for display purposes, all being done to musical time with remarkable precision, the whole of the boys moving together as one, and making a most instructive, effective, and picturesque scene. It is intended to enlarge upon this work, and a series of wand exercises for girls has been prepared on similar lines, and will be issued in due course.

"A manual on 'Light Dumb-bell Exercises,' and a handbook on 'Physical Drill and the Manual and Firing Exercises,' were published during the year, and were eagerly welcomed by all

classes of teachers, and they have proved of great value and assistance to them in their work, as well as in effecting a uniformity of exercises throughout the Public Schools.

"I hope before the end of the current year to issue other booklets giving in detail the Drill Standard work for both Boys' and Girls' Departments, and also a Manual of Free Exercises for Infants and Junior Classes. Wands and dumb-bells are still urgently required for the schools.

Training Colleges and High Schools.

"The Hurlstone and Fort-street Students' Training Colleges and the Sydney High Schools have been visited regularly each week by members of the Cadet Staff, and systematic instruction in the principles and practice of drill is given. At the end of the year I inspected the various classes, and the work done was most satisfactory.

Drill Inspection of Schools.

"I have inspected, as usual, the drill at the schools in the Metropolitan and sub-Metropolitan districts, and found that the improvement recorded last year has been kept up, the classes arranged for pupil-teachers being mainly responsible for this satisfactory state of affairs."

Public Schools Cadet Corps Branch—Department of Public Instruction. Statement of Receipts and Disbursements for the Year 1899.

Receipts.	£	s.	d.	Disbursements.	£	s.	d.	£	s.	d.
To Balance on account of 1898	98	4	10	By Salaries — Cadet Branch	1 120	0	0			
Amount received from Treasury on account of 1898-9 Vote	1,210	0	0	Purchase of Ammunition	474	15	0			
Amount received from Treasury on account of 1899-1900 Vote	2,400	0	0	Travelling Expenses, Carriage of Arms, etc....	708	18	5			
				Grant for Annual Prize Meeting ...	152	19	9			
				Military Instructors	226	0	10			
	3,708	4	10	Equipment of School Cadets	250	11	10			
				Allowances to Battalion Commanders, etc. ...	356	0	0			
				Rifle Practice, Musketry, etc. ...	58	17	0			
				School Drums and Fife Bands ...	67	9	1			
								3,415	11	11
				Unexpended Balance for year 1899 ...				292	12	11
	£3,708	4	10					£3,708	4	10

(iii.) Needlework.

The Directress of Needlework made the following report on the work in this branch of the instruction in 1899:—

"The needlework executed in the Metropolitan schools during 1899, under the supervision of work-mistresses, teachers' wives, and pupil-teachers, has been varied and useful, and bears more than favourable comparison with that accomplished in the past.

"I have examined and reported on eighty-seven Metropolitan and sub-Metropolitan schools, including Hurlstone College, the High School, Castlereagh-street, and the Randwick Asylum. In all 15,453 pupils were present at examinations of needlework. This number does not include the examinations of needlework for Public School exhibitions or for prizes and awards at public competitions.

"Head-mistresses in most large schools take interest in this subject, and evince pleasure at the success of pupils in this as in other subjects, thereby stimulating them in their endeavours to excel.

Dressmaking.

"This subject still receives special attention from work-mistresses, and is carried out and made general throughout Metropolitan schools.

Necessity of Separate Work-rooms.

"At present there exists in most of our schools a very great necessity for suitable accommodation for sewing-classes. In my incidental visits to schools it is a common occurrence for an oral lesson to be going on immediately beside, or in the same class-room, where the sewing lesson is being conducted. It is painful to see the efforts of the work-mistress to keep order and retain her pupils' attention, and the strain on both teacher and pupils is very great, for needlework requires undivided attention.

"At Fort-street Model School, where all the conditions are favourable, the needlework lesson is hailed with delight, the pupils feel peaceful and rested, and return to their other subjects with renewed zest and vigour.

Mixed Schools.

"I cannot speak too highly of the industry displayed by mistresses, teachers' wives, and infant school mistresses in charge of mixed schools. Many of these schools are far above the standard required. The introduction of needlework in lower classes in these mixed schools continues to be a success. Young children are amused by the coloured cotton at sewing lessons, and become expert in form and in making small model clothing.

Pupil-teachers.

"I may repeat, as in my last Annual Report, that in my incidental visits to schools it was apparent that the pupil-teachers were attentive to the instruction of work-mistresses, anxious to excel, showed the same proficiency in the art of needlework as formerly, and that the same aptitude and industry continue to prevail among them.

"Since the introduction of work-aprons and needlebooks the sewing classes in most schools present a very artistic and orderly appearance. The effect and influence is very marked, as each girl cultivates independence by providing her own materials and vies with her companions in neatness and form, and in many cases originality of design.

"In conclusion, I am pleased to be able to commend the diligence and application to duty on the part of work-mistresses under my supervision during the past year; also to speak highly of the assistance accorded them by the head mistresses and teachers in most Metropolitan schools."

(iv.) Music.

The report of the Superintendent of Music for the same year was as follows:—

"During 1899, I have visited and examined all Public Schools in the Metropolitan District in Vocal Music and Theory.

"I notice with pleasure a distinct improvement in many of the smaller schools, in several of which the singing is quite equal to that in the largest, and in a few the best singing in Sydney is found in them. There is a steady progression in the art of reading at sight in the lower classes as well as the higher; to this, as being really one of the most important things, I have constantly directed the attention of the teachers, and am therefore pleased in being able to state that in many of our schools the children very successfully sang, in two and three parts, passages which were by no means easy.

"There is also some improvement in the style of singing, and greater refinement in the rendering of songs. There, however, is still ample room for further improvement, as it depends chiefly upon the capability of the teacher. Perhaps the greatest blemish to be found is the enunciation of the children; it really requires the most earnest attention of the teachers.

"The general mark, both in singing and theory, averages within a point of eleven—'very fair'; and it is a notable fact that the mark for the lower classes of the schools is much more satisfactory than in previous years.

"It might not be out of place to refer to the musical celebration of Fort-street School Jubilee. There are not many schools in the world that could place a chorus of a thousand 'picked' voices and render a long and somewhat difficult ode in the style in which it was given, as the time of preparation was very short. It is the best proof of what is done in our schools in the way of teaching children to sing 'at sight.'

"I would also venture to make a reference to 'School Concerts.' These frequently somewhat disturb and interrupt the ordinary routine of school work, althouph they undoubtedly prove very acceptable to the parents as well as the children. My suggestion is that a teacher should ask permission to give a concert a reasonable time ahead, so that the concert work could form part of the ordinary singing lessons; thus a concert, thoroughly well-prepared, could be given without undue interference with the school work."

(v.) Examination Statistics.

The table given below shows the number of pupils in the Public Schools of the Colony examined in each subject and the number and percentage of passes:—

Subjects.	Estimated Proficiency.		
	Total Number Examined.	Number Passed.	Percentage up to above Standard.
Reading—			
Alphabet...	9,353	6,801	72
Monosyllables ...	35,997	29,742	82
Easy Narrative ...	50,499	43,064	85
Ordinary Prose ...	68,157	60,724	88
Totals ...	164,006	140,331	85
Writing—			
On Slates ...	60,698	51,572	84
In Copy-books and on Paper ...	102,345	87,981	86
Totals ...	163,043	139,553	85
Dictation ...	131,919	109,106	82
Arithmetic—			
Simple Rules ...	94,727	74,520	78
Compound Rules ...	40,349	29,478	73
Higher Rules ...	26,027	18,684	71
Totals ...	161,103	122,682	76
Grammar—			
Elementary ...	34,419	26,225	76
Advanced ...	33,049	24,351	73
Totals ...	67,468	50,576	74
Geography—			
Elementary ...	31,989	24,697	77
Advanced ...	35,393	27,812	78
Totals ...	67,382	52,509	77
History—			
English ...	66,859	49,665	74
Australian ...	15,048	10,949	72

Subjects.	Estimated Proficiency.		
	Total Number Examined.	Number Passed.	Percentage up to above Standard.
Scripture and Moral Lessons ...	157,282	121,577	77
Object Lessons	152,349	122,340	80
Drawing	156,851	132,600	84
Music	149,784	121,626	81
French	2,490	1,885	75
Euclid	8,574	6,541	76
Algebra	2,215	1,688	76
Mensuration	5,144	4,256	82
Latin	2,138	1,604	75
Trigonometry	41	31	75
Needlework	57,938	52,586	90
Drill...	154,486	131,226	84
Natural Science	8,903	7,186	80

The following table summarises the progress in efficiency made in the different classes of schools during the past five years:—

Class of Schools.	Percentage up to or above the Standard.				
	1895.	1896.	1897.	1898.	1899.
Public	97	97	98	98	98
Provisional ...	82	86	92	84	85
Half-time	89	89	91	90	91
House-to-House ...	91	95	77	77	74
Evening Schools ...	93	93	95	100	96
All Schools ...	94	95	96	95	95

[At the exhibition of work done in the schools under the London School Board, held in London in November, 1900, there was an interesting and representative collection of work done in various schools and in different standards which was about to be despatched to New South Wales. This well-arranged collection of school exercises, time-tables, courses of study, photographs of school life, drawings, examples of modelling, illustrations of infant school exercises, of physical training, etc., suggested the thought that a similar interchange of school work might profitably be brought about from time to time between educational authorities in different parts of the Empire.]

APPENDIX A.

REGULATIONS UNDER THE PUBLIC INSTRUCTION ACT OF 1880.

APPLICATIONS FOR SCHOOLS.

1. Applications for the establishment of the several classes of schools must be made on the forms prescribed, which may be obtained at the Office of the Department, or from any Inspector.

PUBLIC SCHOOLS.

2. A Public School may be established in any locality where a regular attendance of twenty children between the ages of 6 and 14 years is guaranteed.

Inscription.

3. In the case of every Public School, whether the property be vested in the Minister or not, the words "Public School" only, with, if desired, the year of establishment, shall be put up on the outside of the building in a conspicuous position.

Uses of Public School Buildings.

4. No use shall be made of any Public School building tending to cause contention—such as the holding of political meetings, or bringing into it political documents or petitions for signature—or for private purposes. And no such building shall be used as a place of public worship, or for other sectarian purposes, unless built and kept in repair without aid from the Minister; nor in such case, if objected to in writing by one-fourth of the parents of the children attending the school; nor can schools be used for any special purpose without the consent of the Minister.

5. Unless the sanction of the Minister has been previously obtained, teachers are prohibited from inviting or receiving subscriptions for any purpose from Public School pupils, nor may they allow any advertisements or specimen articles of merchandise to be distributed or exhibited as advertisements on the school premises by teachers, pupils, or other persons

Fees.

6. The fee payable for each pupil shall be 3d. per week up to four children of one family, and for four, or any larger number from the same family, the total amount of fees shall be 1s. weekly. Such fees shall be paid to the teachers in charge on or before school closing on Friday in each week.

7. The teacher shall demand and receive such fees and shall record the receipt thereof, at the time, in the roll book of the school.

8. All sums received by teachers as school fees must be remitted weekly or monthly to the Cashier of the Department of Public Instruction, for payment into the Consolidated Revenue Fund, together with statement in the prescribed form. At the same time a formal return of fees shall be forwarded to the Accountant of the Department.

Relief from Payment of School Fees.

9. Application to be relieved from payment of school fees shall be made upon the prescribed form, which may be obtained from teachers of schools by the parents or guardians of children.

Standard for Exemption from Attendance.

10. The standard of education required by the 20th section of the Public nstruction Act as a just ground for exempting any child from the obligation to attend school, shall be the following:—

(1.) Reading—To read the Fourth Book of any authorised series, or, at the option of the Inspector, any other book of equal difficulty.

(2.) Writing—To write in a neat and legible hand, and without serious errors in spelling, a passage of twelve lines to be dictated slowly from such book.

(3.) Arithmetic—To work correctly questions of ordinary difficulty in simple and compound rules, reduction, simple proportion and practice.

Superior Public Schools.

11. Any Public School may be declared a Superior Public School, if, after due inquiry, it shall be found that the attendance thereat is sufficient to enable a class to be formed of not fewer than twenty pupils in one department, who have been educated up to the standard that completes the course prescribed for a fourth class.

12. In addition to more advanced work in the ordinary subjects, lessons in other branches shall be given to the highest class, as under :—

To Boys.—In Mathematics, Latin, Science, and Drawing.

To Girls.—In French, Drawing, and Sanitary Science.

Instruction may also be given in such other branches as the Minister may from time to time consider expedient.

13. Necessary text-books will be supplied by the Minister.

14. The course of instruction to be carried out in the highest class of a Superior Public School shall be that prescribed for a fifth class in the standard of proficiency ; but such subjects may be studied each year as shall be prescribed annually for the Junior or Senior Examinations of the Sydney University.

Evening Public Schools.

Signatures to Petition.

15. Every petition for the establishment of an Evening Public School must be signed, on behalf of not fewer than ten persons, by the parents, guardians, or other residents of the locality in which it is desired to establish such school.

Persons not eligible to be Pupils.

16. No person below the age of 14 years shall be received as a pupil in any Evening Public School without the consent of the Minister or until such person has received a certificate under Section 35 of the Public Instruction Act ; and no teacher or pupil-teacher employed in any school established or maintained under this Act shall be eligible for admission into such Evening Public School unless authorised by the local Inspector.

Place of holding Evening Public Schools.

17. An Evening Public School may be conducted in any Public School-room, in any class-room attached thereto, or elsewhere in a suitable place.

Furniture and Apparatus.

18. The ordinary school furniture and apparatus of any such Public School may be used in the management of an Evening School.

Books.

19. Necessary supplies of reading books will be granted to Evening Public Schools.

Time of Meeting.

20. The pupils of an Evening Public School shall meet for instruction three times weekly at least, and every such meeting shall be of not less han two hours' duration.

Course of Instruction.

21. The course of instruction shall comprise reading, writing, dictation, arithmetic, grammar, and geography, and such other subjects as the Minister may from time to time determine.

Instruction to be Secular.

22. The instruction imparted must be secular, in accordance with section 7 of the Public Instruction Act.

Fees.

23. Every pupil in an Evening Public School shall pay to the teacher weekly, in advance, a fee not exceeding 1s.; but the Minister may relieve any pupil from the payment of school fees where inability to pay is satisfactorily shown.

Fuel and Light.

24. The expense of providing fuel and light must be borne by the teacher.

Registers.

25. A class roll for recording the attendance of pupils, and a lesson register, shall be kept in every Evening Public School.

Returns.

26. Quarterly and annual returns shall be furnished in the same form as in Public Schools.

Inspection and Control.

27. Evening Public Schools shall be subject to the same inspection and control as Public Schools.

High Schools.

28. Candidates shall be eligible for admission to a High School who have completed one year's attendance in the third class of a Public School, or who can pass a satisfactory examination in the course prescribed for such class in grammar, dictation, and arithmetic; and in either geography or history.

29. Examinations for admission to High Schools as well as for Scholarships and Bursaries shall be held half-yearly, in June and December. Scholarships and Bursaries may be awarded to those who gain the most marks at examination and show the requisite proficiency, as follows:—

Scholarships.

15 (7 to boys and 8 to girls in June; 8 to boys and 7 to girls in December), Sydney High School.
5 Bathurst Girls' High School.
10 (5 to boys and 5 to girls), Maitland High School.

Bursaries.

10 Bursaries for Metropolitan and Sub-metropolitan children tenable at the Sydney High, Grammar, or Superior Schools.
5 Bursaries (2 to boys and 3 to girls in June; 3 to boys and 2 to girls in December) for country children tenable at the same schools.
2 Bursaries in June, and 3 in December, Maitland Girls' High School.
2 Bursaries in June, and 3 in December, Bathurst Girls' High School.
5 Bursaries, Maitland Boys' High School.

30. There shall be two groups of subjects for examinations, one for Scholarships and one for Bursaries. They are—

For Scholarships.

(1.) *Grammar.*—To parse the more difficult words in a passage of about six lines. To distinguish the true subjects and the true predicates in sentences. To correct inelegant or ungrammatical expressions. To exemplify the correct usage of picked words.

(2.) *Dictation.*—To write a passage of about fourteen lines, dictated from some standard author or from an ordinary newspaper, with correct spelling and punctuation.

(3.) *Arithmetic.*—To solve questions in proportion, vulgar and decimal fractions, and interest.

(4.) *French (for girls)* / *Latin (for boys)* } As prescribed for fifth classes in Public Schools, first half-year.
(5.) *Euclid (for boys only).*—Book I, Definitions, etc. ; Propositions 1 to 20 inclusive.
(6.) *Algebra (for boys only).*—First four rules.

FOR BURSARIES.

(1.) *Grammar.*—As for Scholarships.
(2.) *Dictation.*—As for Scholarships.
(3.) *Arithmetic.*—As for Scholarships.
(4.) *History.*—Henry VII to Victoria inclusive; History of Australia as taught in Public Schools.
(5.) *Geography.*—Europe, Asia, America, and Australia, as prescribed for third and fourth classes in Public Schools.
(6.) *Drawing and Music.*—As prescribed for Third and Fourth Classes in Public Schools.

No candidate will be permitted to compete for a Sydney Scholarship or Bursary who lives nearer to a country High School than to Sydney; *vice versa*, no Sydney candidate may compete for a country Bursary or Scholarship.

Every applicant for either a Scholarship or a Bursary must state in his application what school he intends to enter.

Bursars electing to attend a High School and all Scholars are expected to attend the High School nearest by a practicable route to their places of residence. In exceptional circumstances, however, the Minister may, on application being made, sanction a departure from this rule. The application should accompany the form notifying intention to compete.

31. Candidates who compete for a Bursary or Scholarship more than once will be eligible for a Bursary or Scholarship only for the period remaining out of three years from the date of their first competition, and no candidate will be permitted to compete after having attended a High School.

32. A Scholarship will be tenable for three years, subject to good reports from teachers, and will entitle a pupil to a free grant of text-books and to free education in a High School. The examination for scholarships will be open to all boys and girls under 14 years of age on the day of examination.

33. A Bursary will be tenable for three years, subject to good reports from teachers, and will entitle a pupil to a free grant of text-books and to free education in a High School, a Superior Public School, or in the Sydney Grammar School. When a pupil holding a Bursary must necessarily board away from home in order to attend one of these schools, an allowance not exceeding £30 a year, in addition to free education and text-books, will be made, but when it is not necessary, on account of distance, to board away from home, the allowance will not exceed £10 a year.

34. No pupil will be awarded a Bursary whose parents or guardians are in a position to pay for his education; but, subject to this proviso, the examination for Bursaries will be open to all boys and girls under 14 years of age who have attended a Public School with reasonable regularity for the two years preceding the date of examination.

35. The fee to be charged at a High School shall be £3 3s. per quarter, payable in advance.

36. The fees shall in no case be the property of the teachers but shall be forwarded to the Cashier for payment into the Consolidated Revenue Fund.

37. The parents or guardians of candidates for Bursaries or Scholarships must fill in and forward to the Under Secretary the necessary forms of application at least three weeks before the date of examination. Such forms may be obtained at the Department of Public Instruction.

STATE BURSARIES FOR UNIVERSITY EDUCATION.

38. Ten Bursaries, six for boys and four for girls, tenable for three years at the Sydney University, will be awarded annually on the position of candidates at the annual matriculation examination.

39. Candidates must be under 18 years of age at the date of examination, and must have attended a High School, a Public School, or, as State Bursars, the Sydney Grammar School, for the year previous to the examination; and they must produce satisfactory testimonials of character from the head masters of the schools they have attended.

40. They must satisfy the Minister of Public Instruction that their own and their parents' means are unequal to the expense of the University education. To a successful competitor who resides at such distance from the University as to be unable to travel to and fro daily, a full Bursary will be awarded; while to one who resides in the metropolitan or sub-metropolitan inspectorial district, within easy access of the University, part of a Bursary only will be awarded. The candidate's status as to whether he can be deemed eligible for a full Bursary or part of a Bursary will be decided by the Minister before his admission to examination.

41. A Bursary shall entitle pupils to text-books and free education, together with an allowance not exceeding £20 per annum to those who need not board away from home, and not exceeding £50 to those who must necessarily do so; provided that a Bursar who wins and elects to hold a Scholarship or Exhibition offered by the Senate of the University shall be entitled to receive from the two sources conjointly an allowance of not more than £50 per annum.

42. Every Bursar must matriculate at the University and attend day lectures; and he shall continue to hold the Bursary only on condition that his conduct be good, and that he pass creditably the examination at the end of the first and second years after his matriculation.

43. The parents or guardians of candidates must fill in and forward to the Under Secretary the necessary forms of application for University Bursaries at least three weeks before the date of the matriculation examination. Such forms may be obtained at the Department of Public Instruction.

Provisional Schools.

44. A Provisional School may be established in any locality where not fewer than ten, and not more than nineteen, children between the ages of 5 and 14 years can regularly attend such school; provided that no Provisional School shall be established within 4 miles, by the nearest route practicable for children, of any existing Public, Provisional, or half-time School.

45. The necessary school buildings and furniture for a provisional School, as well as the requisite books and apparatus, will be provided at the cost of the Department.

46. To ensure the continuance of a Provisional School, the provisions of the Public Instruction Act must be duly observed, and an average attendance of not fewer than ten pupils maintained.

47. School fees shall be paid at the same rate as prescribed for Public Schools, and the sums received shall be paid to the Consolidated Revenue.

48. Provisional Schools must be conducted in every respect as Public Schools, and be subject to all the provisions of the Public Instruction Act and Regulations.

Schools Taught by Itinerant Teachers.

(A.) *Half-time Schools.*

49. Wherever twenty children between the ages of 5 and 14 years are residing within an estimated radius of 10 miles from a central point, and can be collected in two groups that will give a united average attendance of sixteen children, an Itinerant Teacher may be appointed to visit such places, and the schools so established shall be designated Half-time Schools.

50. Aid will not be granted towards the maintenance of such schools unless suitable schoolrooms be provided by the applicants.

51. No schoolroom shall be approved unless it be at least 12 feet in width, be floored and ceiled, be provided with a fireplace, and be properly lighted and ventilated.

52. A full supply of furniture and school books shall be granted as a first stock to all schools newly established, and further grants will be made from time to time, as may be deemed expedient.

53. The same registers are to be kept, and the same returns furnished as in Public Schools.

54. Every teacher must divide his time between the schools under his charge in such a way as to effect the largest amount of good. Where practicable the schools should be taught day about, but if found more suitable other arrangements may be made under the authority of the Inspector having supervision of the schools. The parent or guardian of each child is to be supplied by the teacher with a time-table, showing the hours at which school opens and closes.

55. Half-time Schools shall be classified in the same manner as Public or Provisional Schools, according to the total average attendance of pupils at the stations at which the teacher gives instruction, no child being counted twice.

56. The scale of fees for Half-time Schools shall be, for five days' teaching:—

For one child in a family, 3d.
For two children in a family, 6d.
For three children in a family, 9d.
For four or more children in a family, 1s.

The sums received shall be forwarded by the teacher to the Cashier for payment into the Consolidated Revenue.

57. As regards instruction, every Half-time School is to be conducted in all respects as a Public School.

58. Teachers are required to insist on the carrying out of a systematic course of home lessons.

59. Teachers will be held directly responsible to the Inspectors under whose supervision they are placed.

60. At the end of each month a report upon the work done during that period must be furnished by teachers to the Inspector.

(B.) *House-to-house Schools.*

61. In localities where an average attendance of sixteen pupils can be guaranteed in three or more groups, and where suitable rooms for teaching are provided by the residents, an Itinerant Teacher may be appointed to visit such places, and the schools so established shall be designated House-to-house Schools.

62. The mode in which a teacher's time shall be apportioned between the several families visited by him will be determined by the Minister, on information furnished by the Inspector.

63. The subjects of instruction shall be limited to reading, writing, dictation, and arithmetic. It is required that the teacher shall supplement his oral instruction by a systematic course of home lessons.

64. As a condition to payment of salary, he must keep a record of the pupils' attendance in a satisfactory manner, and furnish punctually and accurately such returns as may be required by the Department.

65. Necessary text-books and materials will be supplied on requisition, as in the case of other schools.

66. The school fees payable shall be at the same rate as prescribed for Half-time schools, and the sums received shall be forwarded to the Cashier for payment into the Consolidated Revenue.

General Regulations.

Grants of School Books, &c.

67. Grants of school books and apparatus shall be made from time to time, as may be deemed expedient to all schools under supervision of the Minister, in proportion to the average number of children in attendance. A full supply will be granted to schools newly established.

Requisitions for School Materials.

68. Requisitions for supplies should be forwarded at the end of a quarter only.

Character of School Books.

69. Such books only as are supplied or sanctioned by the Minister shall be used in any school for ordinary instruction.

Teachers not to Sell Copy-books or Stationery.

70. Teachers are not allowed to sell copy-books, stationery, or sewing, or other materials to pupils, but in country places where prescribed books cannot be purchased, teachers, provided they make no profit by so doing, may obtain such books for their pupils.

Apparatus.

71. The term apparatus shall be held to include maps, diagrams, pictures, blackboards, easels, ball-frames, and Kindergarten appliances.

Registers, &c., to be kept.

72. The undermentioned Registers and Forms shall be kept, according to directions supplied with them, by every teacher : (*a*) Admission Register, (*b*) Class Roll, (*c*) Daily Report Book, (*d*) Punishment Book, (*e*) Lesson Register, (*f*) Time-table, and (*g*) Programme of Lessons for each Class.

Returns.

73. Quarterly, half-yearly, and annual returns shall be furnished from every school. Each quarterly return must be neatly made out in duplicate, one copy to be retained by the teacher as a record, and the other to be furnished to the Inspector on the last Saturday preceding the Midwinter and Christmas vacations, and in other cases on the last Saturday in the months of March and September. The annual return must be forwarded, with the quarterly return, immediately after the close of the December quarter. The half-yearly return must be forwarded at the end of the June and December quarters.

Commencement of duty.

74. When a teacher is appointed to a school he must report to the Inspector of the District the date of arrival at his post and the date of commencing duty.

Resignation of a Teacher.

75. A teacher is required to give not less than one month's notice of his intended resignation, which shall take effect on the last day of the month indicated. Before receiving salary for the last month he must hand over to a person duly authorised all school property belonging to the Minister, and make out, in duplicate, an inventory of the same ; one copy to be forwarded to the Inspector, the other to be left with the school records.

Duties of Teachers.

76. The duties of teachers shall be :

To observe faithfully all regulations affecting him or his school.

To carry out the suggestions of Inspectors.

To teach according to the course of secular instruction.

To maintain the discipline prescribed in the Regulations.

To keep the school records neatly, and to furnish returns punctually.

To see that the undermentioned documents are kept posted in a conspicuous place in the school-room, namely :—(*a*) The Regulations ; (*b*) Notice to visitors ; (*c*) Course of Secular Instruction ; (*d*) Time-table ; (*e*) Programme of Lessons ; (*f*) Scale of Fees ; (*g*) Proclamation as to obligatory attendance ; (*h*) List of Public School Board.

To take charge of the school buildings and all property belonging to the Minister, and to be responsible for keeping the school premises in good order and tenantable repair—reasonable wear and tear excepted—and to see that they are not used for any other than school purposes without the Minister's permission.

Classification of Schools—Condition of retention in Class.

Regulations 77 and 78 will be found above in Section II. of the report, under "Classification of Public Schools."

Work-mistresses.

79. The time devoted to their duties by work-mistresses shall be as follows:—

	Days a Week.
In First-class schools with an attendance of 250 girls ...	5
In First-class schools with an attendance of fewer than 250 girls	4
In Second-class schools	4

80. Each work-mistress shall be required to keep a record, showing the names of the pupils, as well as the dates of commencing and completing each piece of work. The record is to be preserved for the information of the Inspector and of the Directress of Needlework.

81. The regular teachers of such classes as may be receiving instruction in needlework will be expected to assist the work-mistress in the performance of her duties.

Training Schools.

Classes of Candidates.

82. The Minister may authorise to be received into the Training Schools, annually, three classes of candidates, namely, *Scholarship Candidates*—Thirty pupil-teachers whose term of service has expired, and who have obtained the highest marks among those those passing the entrance examination; *Half-Scholarship Candidates*—Twenty pupil-teachers whose term of service has expired, and who have obtained, after the first thirty, the next highest marks among those passing the entrance examination, and are prepared to pay half the cost of their maintenance while in training; *Non-Scholarship Candidates*—Other pupil-teachers who have passed the entrance examination and are prepared to pay the whole cost of their maintenance while in training.

Conditions of Admission.

83. Before admission, every candidate must make a declaration that he intends, in good faith, to follow the profession of a teacher in schools under the Minister, and that he will accept a situation in any district to which he may be appointed. He must also procure a guarantee from two responsible persons that the whole expense of his training defrayed by the State will be refunded, if, from any cause whatever, he shall not enter the service of the Minister, or shall leave it in less than three years from the date of his first appointment.

Terms of Training.

84. Entrance examinations shall be held yearly in December; and the periods of training will be one year, two years, three years, as may be found expedient.

Allowances during Training.

85. The following allowances may be made to students who satisfy the aforementioned conditions and pass successfully the prescribed examinations:—To scholarship students, £6 per month; to half-scholarship students, £3 per month. Where the school is prepared to receive students into residence, board and lodging will be provided free, and an allowance of £1 and 10s. per month respectively will be made.

Practical Training.

86. The students shall be trained in the practical management of schools by attendance at the Practising Schools or at such other schools as the Minister may direct.

Examinations.

87. Oral examinations of the students shall be held periodically to test their attention and progress; and written examinations shall take place yearly, in December, when provisional classifications will be awarded according to attainments and teaching skill to students who have completed their course. No certificate shall be confirmed until the Inspector's Report shows that the student is successful in the management of a school.

Government of Schools.

Public School Boards.

88. The Minister reserves to himself the power of controlling, through his officers, the internal management of schools; but, for other purposes, he will avail himself of the assistance of Public School Boards, whenever suitable persons are found to fill the office.

89. Every Public School Board, at the first meeting thereof, shall elect from the members a Chairman, whose duty it will be to correspond with the Minister on behalf of the Board; and the Board may in like manner appoint such other honorary officers, being members of the Board, as the Board may deem expedient.

90. A Public School Board may, by resolution passed at a duly constituted meeting thereof, appoint any member or members to perform the duty, prescribed by the 19th section of the Public Instruction Act, of visiting any of the schools placed under the supervision of the Board; and it shall be the duty of the member or members so appointed to report the results of any such visitation to the Board, who will, if necessary, report to the Minister.

91. The grounds upon which any Public School Board shall exercise the power conferred on it by the section before-mentioned to suspend a teacher for misconduct, shall be the following:—Unfitness on the part of such teacher to perform his duties from intemperance, immoral conduct, gross neglect of duty, or continued absence from duty without leave.

92. Public School Boards shall, before leaving the school under visitation, report to the Minister any case in which a teacher is suspended by them, and apprise the Inspector having charge of such school by letter.

93. Public School Boards are expected to use every endeavour to induce parents to send their children regularly to school, and to report the names of any parents or guardians who refuse or fail to educate their children.

94. When the course laid down in Regulations under the 13th section of the Public Instruction Act for relieving parents and guardians from payment of school fees by the Minister is not convenient, application may be made by parents or guardians to the Public School Board of the district; and, if satisfied as to the inability of the applicants to pay school fees, such Public School Board may issue a certificate of exemption from payment thereof for a period not exceeding three months, and shall thereupon report the case to the Minister.

95. In addition to the powers conferred on such Boards by the Public Instruction Act, the Minister entrusts to them the following duties:- (*a*) To take care that the school buildings are not used for any improper purpose. (*b*) to see that a sufficient quantity of suitable furniture and apparatus is provided. (*c*) To take precautions for excluding from the school, during its ordinary business, all books not sanctioned by the Minister. (*d*) To inspect periodically the School Registers and Records. (*e*) To see that the school is open on all the usual school days, and that the teacher is present at his work. (*f*) To observe whether the teacher discharges his duties, to report his conduct to the Minister when he is in fault, and to protect him from vexatious complaints.

Inspectors of Schools.

96. Inspectors and other persons deputed by the Minister to visit any school shall be furnished with proper credentials. Every teacher is required to treat such persons with deference; to carry out their suggestions for the improvement of the school; and to obey their instructions in all matters relating to the Public Instruction Act and the Regulations.

Duties of Inspectors.

97. Inspectors are to enforce observance of the provisions of the Public Instruction Act and of the Regulations; but their decisions shall be subject to appeal to the Minister. They are to examine into the conditions of schools, and to inquire into all matters which it may be expedient to report to the Minister. They are authorised to determine all questions of school management, and to take the teaching of a class or of a school into their

own hands for a time, to show the teacher how defective methods may be improved.

Annual Inspections.

98. Once at least in the year, every school in each Inspector's district shall be visited by him and the pupils be examined as to their proficiency in the several branches of instruction as authoritatively prescribed. He shall, within six days of such inspection, send a report thereupon to the Minister, together with such observations on the state of the school generally as shall appear to him to be called for.

Conduct of Inspectors.

99. In their intercourse with teachers, Inspectors should be guided by feelings of respect for the teacher's office, and of sympathy with his labours. They should exhibit towards teachers every possible courtesy, treating them at all times with the consideration and kindness which the difficulties of heir position demand.

Observation Book.

100. The Inspector's remarks upon the state of a school visited by him shall, at the close of the examination, be entered in the Observation Book of the school, which, as a record, is to be carefully preserved. Entries therein must not be erased or altered.

SCHOOL ROUTINE AND DISCIPLINE.

Punctuality.

101. With a view to the proper training of their pupils, teachers must conduct the operations of their schools with punctuality and regularity.

Cleanliness.

102. Habits of neatness and cleanliness are to be encouraged among the pupils, not only by precept, but by the personal example of the teachers, and, if necessary, may be enforced. Teachers are also responsible for keeping the schoolrooms and furniture clean and arranged in an orderly manner.

Order and Conduct.

103. Teachers are to instil into the minds of their pupils the necessity for orderly and modest behaviour, as well as for obedience to teachers and to the rules of the school. Pupils should also be trained to exhibit respect for the property of others, whether public or private; to regard the feelings of their fellows; to be honest and truthful, attentive under instruction, and conscientious in the discharge of every duty.

Government of Pupils.

104. In the government of pupils a teacher must avoid all degrading punishments. His discipline should be mild but firm, his manner kindly, his demeanour cheerful, and his language marked on all occasions by strict propriety. While overlooking no offence, his aim should be to prevent the necessity for punishment by effecting the improvement of the offender.

Corporal Punishment.

105. Corporal punishment may be inflicted, but by the principal teacher only, or by an assistant with his approval. It should be restricted to *extreme* cases; and the teacher must keep a record of the time and place of punishment, its amount and the nature of the offence. [See also Clause 19 of Instructions to Teachers.]

Expulsion of Pupils.

106. No pupil shall be expelled from any school except by authority of the Minister.

Suspension.

107. A pupil may, nevertheless, for gross insolence, persistent disobedience profanity, or immoral conduct, be, by the teacher, forthwith removed from

the school; provided that, in every such case, the matter shall be reported without delay to the Minister; and, until its settlement by him, the pupil shall not be readmitted. Where a pupil is thus suspended, the parents should be at once informed of the facts.

Playground Supervision.

108. The conduct of pupils in the playground must be carefully supervised by the teacher; and he must see that, in proceeding to school and returning from it, their behaviour is orderly. While pupils are on the school premises, teachers are responsible for seeing that they do not suffer from exposure to heat or rain, and in performing this duty may for the purposes of shade, shelter, or lunch, use any weather-shed, classroom, or schoolroom.

Religious Views of Pupils or of Parents.

109. Nothing must ever be said or done by any teacher, in a pupil's hearing or presence, calculated to offend the religious views of that pupil, or of any other in the school, or of the parents of any pupil.

Daily Routine.

110. In all schools maintained or aided by the Minister, the daily routine shall be that specified hereunder: Provided that, by permission of the Minister, the time of assembling may be half an hour earlier than that specified; in which case, the several times stated will be earlier in the same proportion. In country schools the midday recess may, with the sanction of the Minister, be reduced to one hour. In order that gates and doors may be unlocked and suitable preparations made for the work of the day, teachers of all ranks must be at their schools in the morning at least half an hour before the time specified for beginning lessons.

Morning.

At 9. All teachers to be present. All school materials to be prepared for lessons.

At 9.25. Pupils to be arranged in ranks, inspected as to cleanliness, and marched into school.

At 9.30. Lessons (for special religious instruction) to commence; as noted in the time-table prescribed by Rule 111 below.

At 11. Recess to be spent in the playground by pupils and teachers.

At 11.15. Lessons to be resumed according to the time table.

At 12.25. Class-roll to be called and marked.

At 12.30. The school to be dismissed for midday recess.

Afternoon.

From 12.30 to 1.53. Recess for dinner and recreation, under the superintendence of the teachers.

At 1.55. Pupils to be arranged, inspected, and marched into school.

At 2. Lessons to recommence as noted in the time-table.

At 3.55. The roll to be called and marked.

At 4. The school to be dismissed.

Time-table.

111. The time-table to be observed in the schools is the following, except that in cases within the proviso to the preceding Regulation, the time in each instance will be half an hour earlier than specified:—

From 9.30 to 10.30. Special religious instruction: or, where no religious teacher is in attendance, ordinary instruction.

From 10.30 to 12.30. Ordinary instruction.

From 12.30 to 2. Recess for dinner and reassembling.

From 2 to 4. Ordinary instruction.

Special Religious Instruction.

112. Where the time specified for special religious instruction is inconvenient, some other hour may be fixed by mutual agreement between the Public School Board, the teacher, and the person giving such instruction.

Vacations and Holidays.

113. The vacations sanctioned by the Minister are—four weeks at Christmas, one week at Easter, and a fortnight at Midwinter. The holidays allowed, other than those occurring in vacation, are—the Anniversary of the Colony, of the Queen's Birthday, and of the Prince of Wales' Birthday; and Good Friday.

Teachers are to enter on their time-tables these vacations and holidays.

Closing Schools.

114. No school is to be closed upon any school-day without the written direction of the Minister or other person duly authorised by him on that behalf. When a teacher obtains authority to absent himself from school, he should notify the fact to the Public School Board of the district in which the school is situated.

Infectious Diseases.

115. The attendance of a pupil suffering from any contagious, offensive, or infectious disease, may be temporarily suspended by the teacher under rules approved by the Minister.

Instruction in Schools.

Course of Instruction.

116. The Course of Secular Instruction, as the term is defined in the Public Instruction Act, shall be as given in Appendix to Regulations. (See below.)

Special Religious Instruction.

117. No pupil is to be required to receive special religious instruction if the parents or guardians of such pupil object to such religious instruction being given.

General Religious Instruction.

118. Where any parent or guardian objects to a pupil receiving the general religious instruction prescribed in the course of instruction, notification to this effect shall be made to the teacher *in writing*, who shall thereupon exempt such pupil.

Denominational Books.

119. The teacher in all schools under the superintendence of the Minister shall see that the religious books employed in the classes for special religious instruction are confined to the time and place of such instruction, and not left in the way of children whose parents may object to them.

Methods of Teaching.

120. Every teacher shall make himself acquainted with improved methods of teaching, and practise them in his school; and, as the efficiency of teachers will be judged by the attainments, as well as by the moral improvement of their pupils, not only the mode of instruction, but *results* should be kept in view.

Teaching Power to be Justly Distributed.

121. Teachers shall provide for the equitable distribution of their time through all the classes, so that the instruction of no pupil be neglected.

Persons Visiting Schools.

122. Visitors shall have access to every school maintained or aided by the Minister during the hours of secular instruction—not to take part in the business or to interrupt it, but simply to observe how it is conducted

Duties of Teachers to Visitors.

123. Every teacher shall receive courteously visitors seeking to inspect his school, and afford them access to the schoolroom and liberty to observe what books are in the hands of the children or on the desks, what tablets are on the walls, and what is the method of teaching; but teachers shall not permit any person to interrupt the business of the school by asking

question of the children, examining classes, calling for papers, or in any way diverting the attention from the usual business.

Official Visits.

124. The restriction expressed in the preceding Rule will not interfere with the visits of members of School Boards, nor with the provision in Section 17 of the Public Instruction Act whereby access is afforded to religious teachers for the purpose of communicating special religious instruction.

Visitors' Book

125. Every teacher shall have the "Visitors' Book" lying upon his desk, in which visitors may enter their names, and, if they think proper, any remarks. Teachers are by no means to erase or alter any remark so made.

Instructions to Teachers.

The following instructions, issued for the information and guidance of principal teachers of schools and of mistresses of Girls' and Infants' Departments, are also to be acted upon, as far as they may apply, by teachers generally. These instructions have equal force with the preceding regulations:--

I. Instructions relating to Principal Teachers only.

The principal teacher will keep a Teachers' Time Book, and will see that all teachers enter therein the time of their arrival and departure from school.

2. He will report to the inspector all teachers absent from duty without leave, and any who are habitually unpunctual.

3. He will visit the other school departments once a day at least, to ascertain that the teachers are at their posts and observing the time-tables. He will see that all documents required by the regulations are exhibited in their proper places. It is not intended that he shall arbitrarily interfere with the teaching, the discipline, or the internal management of the other departments; nor is he at liberty to remove children therefrom to his own department without the sanction of the Inspector; but he is empowered to decide questions relating to the general order and routine of the entire school, subject to appeal to higher authority.

4. He will, with the concurrence and aid of the heads of departments, arrange for the regular cleaning of the schoolrooms, will see that the closets and all external premises are kept clean, and that the fences and gates are uninjured by the pupils. He will report promptly any damage done to the school buildings, as also any nécessity for attention to the closets. If the water for the use of the pupils should become bad, the Inspector should be informed to that effect; and, in dry seasons care is to be taken to prevent any persons, other than the pupils or the teacher's family, from obtaining water from the school tanks or wells.

5. He will see that horses are not allowed under any circumstances to run in the playground during school hours. Subject to the principal teacher's approval, the parents of pupils riding to school are at liberty to fence off, at their own expense, a small portion of the playground as a stockyard.

6. He will receive all letters addressed to teachers at the school, and deliver them to the owners as soon as convenient. At the same time he will impress upon teachers that having private letters addressed to them at the school is an inconvenient arrangement, justified only by urgent circumstances. Letters intended for pupils, and non-official letters addressed to pupil-teachers, should be forwarded to the parents of the persons concerned.

7. Persons visiting the school, or calling upon teachers, should in the first instance be brought to the principal teacher.

8. He will receive and investigate complaints from parents and others. It is expected that he will attentively consider such complaints, that he will endeavour to ascertain whether they are well founded, and that he will afford the redress which their nature may require or suggest. In cases of importance a full statement of the facts should be furnished for the Minister's information.

9. The principal teacher will register all children applying for admission to the school, and will determine the department for which they are fit.

10. Under the heading in the annual return, "Number of Scholars on the Records," pupils who have left, but who have subsequently been re-enrolled in the same school during the year, should only be counted once. A school with two or more departments is to furnish but *one* annual return, in which children transferred from one department to another during the year are only to be counted once.

II. Instructions relating alike to Principal Teachers and Mistresses of Departments.

11. He will give vigilant attention to the ventilation and temperature of the rooms, and will especially avoid an excessive degree of heat. At each recess the doors and windows should be opened so as to secure an effectual change of air. Windows should be opened, where practicable, by lowering them from the top; and the children must not be allowed to sit in a strong current of air.

12. He will note the methods employed and the discipline maintained by the several teachers under his immediate supervision, and will have power to interfere whenever he may consider either to be defective; but this should be done in such a manner as not to derogate from a subordinate's authority and influence over his pupils. Fault should not be found with a teacher within the hearing of his class.

13. He will arrange his classes, if four or more, in sections, each section to contain two or three classes; and will place in charge of each section an assistant teacher, who, when the staff admits, will be aided by a pupil-teacher.

14. For all purposes of classification and examination the actual attendance of a pupil in days shall determine his half-year in class, such half-year to consist of 110 days.

15. When a subordinate teacher relinquishes the charge of a class or section, it should be examined by the head of the Department. A record of the condition of the class or section, as elicited by such examination, should be entered in the lesson register, and be attested by the signatures of all the persons concerned.

16. A similar course should be followed with respect to the materials used by the class or section in charge of the outgoing teacher.

17. He will carefully preserve in the school all completed records and duplicate returns, for the use of future teachers.

18. Beyond marking the rolls and entering the names of new pupils, teachers are not to engage in clerical work during the time set apart for instruction.

19. Corporal punishment must not be inflicted except by the head of the school, or department, or—under his direction and responsibility—by an assistant teacher. Pupil-teachers are, under no circumstances, to be allowed to inflict corporal punishment. Careful attention must be paid to the Regulation which provides that corporal punishment "should be restricted to *extreme cases*." *Failure or inability to learn is not to be regarded as an extreme case;* and corporal punishment is not to be recognised as a proper aid to teaching. The boxing of pupils' ears and the tapping of children on the head are strictly forbidden, as is also the corporal punishment of female pupils 12 years of age and over; and no corporal punishment may be inflicted for neglect to prepare home lessons. *All cases* of corporal punishment are to be recorded, at the time the punishment is inflicted, in the punishment book supplied to all schools by the Department.

20. *Home Lessons:—*

(*a.*) No home lessons or written exercises of any kind shall be given to children attending infants schools or first classes in other schools.

(*b.*) Children in the second class shall have no written exercises of any kind; but they may be required to prepare lessons on reading, spelling, or tables, provided such work take up not more than half an hour each evening.

(*c.*) Children in the third class may be given home lessons four evenings in the week, the subjects being left to the discretion of the teacher; but each night's lessons must not take more than one hour to complete.

(*d.*) In the case of fourth and fifth classes it is left to the discretion of the teacher to give such home lessons as he may consider necessary.

21. Pupils shall not be detained in school for study or for punishment during any part of the forenoon recess.

22. The teacher shall make the necessary arrangements for the proper oversight of the playground during recesses. It is competent for the head of a school or of a department, the staff of which contains more than one teacher, to so arrange that each half of the staff shall be relieved of playground supervision during an equal portion of the recess for dinner. Principal teachers and mistresses of departments must undertake playground duty equally with the other teachers.

23. He will construct programmes of lessons for classes in his department taught by pupil teachers, and will decide upon the suitableness of those framed by assistant teachers. His signature is to be attached to these documents, in evidence that they have been examined by him and have received his approval.

24. He will devote a portion of his time weekly to the instruction of each class in his department.

25. He will examine each class in his department at least once a month, and will record the results, note the defects, and enter suggestions for their remedy in a book kept for the purpose. Such entries should be signed by himself and the teacher of the class.

26. He will be responsible for the progress of all children in his department and for the condition of the department in all other matters, excepting those points of organisation for which he cannot reasonably be held accountable.

27. He will devote at least one hour daily to the instruction of pupil-teachers, and will see that *all* the prescribed subjects are duly studied by them. Suitable programmes are to be prepared, and a register is to be kept showing (*a*) the time of commencing the daily lesson, and the time at which it was concluded, (*b*) the exercise or home-lesson appointed for the day. It must be clearly understood that mistresses of departments are to perform a fair share of the work of instructing pupil-teachers.

28. In making application for increased assistance, he will give attention to the following rules, by which the numerical strength of teaching staffs is regulated.

In a mixed school, or in a separate Boys' or Girls' Department, having an average attendance of—

50 pupils, the staff may consist of Teacher and Pupil-teacher.

70 pupils, the staff may consist of Teacher and Assistant.

80 to 110 pupils, the staff may consist of Teacher and 2 Pupil-teachers.

110 to 140 pupils, the staff may consist of Teacher, Assistant, and Pupil teacher.

140 to 180 pupils, the staff may consist of Teacher, Assistant, and 2 Pupil-teachers.

180 to 220 pupils, the staff may consist of Teacher, Assistant, and 3 Pupil-teachers.

220 to 270 pupils, the staff may consist of Teacher, 2 Assistants, and 2 Pupil-teachers.

270 to 310 pupils, the staff may consist of Teacher, 2 Assistants, and 3 Pupil-teachers.

310 to 350 pupils, the staff may consist of Teacher, 2 Assistants, and 4 Pupil-teachers.

350 to 400 pupils, the staff may consist of Teacher, 3 Assistants, and 4 Pupil-teachers.

400 to 450 pupils, the staff may consist of Teacher, 3 Assistants, and 5 Pupil-teachers.

450 to 500 pupils, the staff may consist of Teacher, 3 Assistants, and 6 Pupil-teachers

In every separate Infants' Department having an average attendance of—

100 to 120 pupils, the staff may consist of Teacher, and 2 Pupil-teachers.

120 to 160 pupils, the staff may consist of Teacher, Assistant, and Pupil-teacher.

160 to 200 pupils, the staff may consist of Teacher, Assistant, and 2 Pupil-teachers.

200 to 240 pupils, the staff may consist of Teacher, Assistant, and 3 Pupil-teachers.

240 to 300 pupils, the staff may consist of Teacher, 2 Assistants, and 3 Pupil-teachers.

300 to 340 pupils, the staff may consist of Teacher, 2 Assistants, and 4 Pupil-teachers.

340 to 380 pupils, the staff may consist of Teacher, 2 Assistants, and 5 Pupil-teachers.

380 to 440 pupils, the staff may consist of Teacher, 3 Assistants, and 5 Pupil-teachers.

440 to 480 pupils, the staff may consist of Teacher, 3 Assistants, and 6 Pupil-teachers.

480 to 550 pupils, the staff may consist of Teacher, 3 Assistants, and 7 Pupil-teachers.

29. In forwarding applications for leave of absence the principal teacher or mistress of a department will state thereon the arrangements proposed for the performance of the duties of those applying; will express an opinion as to whether such arrangements are satisfactory; and will state what previous leave has been granted, and on what terms, during the past twelve months. Applications for sick leave for three or more days should be accompanied by medical certificates.

30. All correspondence and returns (except those relating to fees) should be sent to the inspector under whose immediate supervision the school is placed. Salary abstracts should be sent direct to the accountant.

31. In their correspondence, teachers must state at the head of their communication the name of their school *with the post-town*; and, after their signature, the position they hold in the school. In the case of female teachers, Mrs. or Miss, as the case may be, should be written in brackets before their name.

32. Teachers of all ranks are required to abstain from participation in any public meetings or other gatherings on party, political, or sectarian topics, and generally to refrain from all action in such matters calculated to give offence to any section of the community or to impair their own usefulness as teachers; they must also abstain from public controversy upon the merits of the system of education now in force, and from acting as local preachers, lay readers, or local correspondents of newspapers.

33. It is incumbent on teachers to attend to directions given them by inspectors, and all departmental orders issued to them must be strictly observed. Should a teacher at any time feel aggrieved, he may appeal to the Minister for redress, but such appeal must be made in a proper and respectful manner. Pending an appeal, no teacher will be justified in disobeying orders, nor in the course of an appeal shall he knowingly make unfounded charges or improperly introduce subjects foreign to the matter of appeal.

34. No sectarian or denominational publications of any kind shall be used in school, nor shall any denominational or sectarian doctrines be inculcated.

35. It shall be the duty of all teachers to impress on the minds of their pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; to instruct them in the principles of a free Government; and to train them up to a true comprehension of the rights, duties, and dignity of citizenship.

APPENDIX TO "REGULATIONS."

THE COURSE OF SECULAR INSTRUCTION AND STANDARDS OF PROFICIENCY FOR THE SEVERAL CLASSES IN SCHOOLS.

For Infants' Schools.

First Half-year of Enrolment.

* *Reading*—To read Primer, Part I. (one-third of the whole).
Writing—To write on slates—i, u, n, m, v, r, w.
Arithmetic—To count and read up to 10; to know ball-frame exercises in addition, and addition of other concrete quantities as far as 10.
First course of easy Kindergarten exercises in singing, drill, drawing, object lessons, form and colour, to be given in combination with the pupils in their second half-year.
Scripture—Narratives and moral lessons.

Second Half-year of Enrolment.

Reading—To read Primer, Part I., to the end.
Writing—To write on slates all the letters of the alphabet, with easy combinations.
Arithmetic—To count and read as far as 20; addition in single column, to 20; to add and substract mentally numbers not involving results higher than 20.
Kindergarten exercises as in first half-year.
Scripture—Narratives and moral lessons.

Third Half-year of Enrolment.

Reading—Primer, Part II., to the end.
Writing—To write on slates from copies.
Dictation—Words from lessons read.
Arithmetic—To read and notate as far as 100; addition to three places—three lines; mental arithmetic up to 30; tables to "4 times."
Second course of easy Kindergarten exercises in subjects prescribed for first and second half-years.
Scripture—Narratives and moral lessons.

Fourth Half-year of Enrolment.

Reading—Reader I., to the end.
Writing—On slates from copies.
Dictation—From lessons read, 8 lines.
Arithmetic—To read and notate up to 1,000; addition four places, four lines; mental operations in addition and substraction; multiplication tables to "7 times."
Kindergarten Exercises—As in third half-year.
Scripture—Narratives and moral lessons.

Values of Subjects taught in Infants' Schools.	Marks.
Reading	200
Writing	100
Arithmetic	100
Dictation	100
Kindergarten Lessons	100
Scripture	30

Note.—The enrolment of each pupil in the several classes of an Infants' School must show the time of such pupil in the *school* and not in the class.

* The Primers and Readers named in these standards are the "New Australian School Series"—William Brooks and Co., Publishers.

For Primary Schools and for Boys' and Girls' Departments.

First Class.

First Half-year of Enrolment.

Reading—Primer I., to Lesson XXV.

Writing—To write on slates, from the blackboard, the following letters with their combinations, in words of four letters—i, u, n, m, o, a, c e, v, w, r, t, d, l, b, h, j, f, y, g, p, q.

Arithmetic—To count and read any number as far as 20; to add in single columns numbers not involving a higher result than 20; to notate as far as 20; to add and subtract, mentally, numbers not involving results higher than 20.

Drawing, Object Lessons, Needlework, Singing, Scripture, and Drill—Instruction in these subjects to be given in combination with pupils in their third half-year.

Second Half-year of Enrolment.

Reading—Primers I. and II., to the end.

Writing—To write on slates from copies.

Dictation—Words from lessons read.

Arithmetic—To read and notate easy numbers as far as 100; to work sums in addition—three lines; to add, mentally, numbers involving results not higher than 30; multiplication tables to "4 times.

Drawing, Object Lessons, Needlework, Singing, Scripture, and Dril—Instruction in these subjects to be given in combination with pupils in their third half-year.

Third Half-year of Enrolment.

Reading—Reader I., to the end.

Writing—On slates from copies.

Dictation—From lessons read.

Arithmetic—To read and notate numbers as far as 1,000; to work sums in addition to 4 places, 4 lines; to perform easy mental operations in addition and subtraction; multiplication tables to "7 times."

Drawing—Straight lines and straight line forms.

**Object Lessons*—Simple subjects of interest to children of this age.

Singing—Simple melodies by ear.

**Scripture*—Narratives and moral lessons.

Drill—Inspection drill, simple exercises.

Needlework—Hem and top-sew together strips with coloured cotto and plain hems.

Values of Subjects taught to First Class.	Marks.
Reading ...	200
Writing ...	100
Dictation ...	100
Arithmetic (Notation, 20; Slate-work, 60; Mental Operations, 20) ...	100
Singing ...	30
Scripture ...	30
Object Lessons ...	30
Drawing ...	30
Drill ...	30
Needlework ...	30

Second Class.

First Half-year of Enrolment.

Reading—Reader II. (First half). In all classes above the first, an intelligent grasp of the meaning of what is read is expected from pupils.

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* In small schools, the First and Second Classes may be combined for Object Lessons and Scripture, and should receive in each subject not less than one half-hour lesson per week; the inspection to be conducted on the lessons actually given.

Writing—In copy-books.
Dictation—Eight lines from lessons read.
Arithmetic—Notation as far as six places, three lines; subtraction, multiplication by two digits; mental arithmetic—more difficult operations in addition and subtraction; multiplication tables to "12 times."
Singing—Simple melodies by ear; easy exercises on the modulator; strong tones.
**Scripture*—Oral lessons from Old Testament, No. 1.
Drawing—Freehand drawing on slates, of simple right-lined and curved figures.
**Object Lessons*—Familiar objects.
Drill (for boys)—"Infantry Drill, 1896;" Sections 3 to 9, 11, 13, 14, and 17, pages 4 to 13, 16 and 17, omitting Section 7.
Drill (for girls)—Sections 2, 3, 5, 6, 9, 11, 13, 14, and 17, formation of class, position of attention, dressing with intervals, turnings by numbers (right and left), pace and time, position in marching, the quick march, the halt, marking time, free exercises and body flexions (six exercises).
Needlework—Hem and top-sew a 9-inch sampler of jaconet with coloured cotton, and feather-stitch all round. Initial or name in satin-stitch.

Second Half-year of Enrolment.

Reading—Reader II., to the end.
Writing—In copy-books.
Dictation—Eight lines from lessons read.
Arithmetic—Notation to 9 places, 3 lines; multiplication in full; short division; mental arithmetic—exercises in simple rules; tables—money.
Singing—As for first half-year.
**Scripture*—As for first half year.
Drawing—Freehand drawing on slates, of simple right-lined and curved figures.
**Object Lessons*—As for previous half-year.
Needlework—Make a plain pillow-slip, pinafore, hankerchief, or similar useful article; seams to be top-sewed and felled-finished with tapes.
Drill (for boys)—Sections 9 to 22, pages 11 to 20, omitting Sections 12 and 20; also Section 46, No. 14, page 40, omitting the latter part, "Knees, bending and stretching," "on the hands down," &c.; (for girls) same as first half-year, together with changing step while marking time and marching, Section 19.

Value of Subjects taught to Second Class.

Reading	200
Writing	100
Dictation	100
Arithmetic (Notation, 20; Slate-work, 130; Mental, 50)	200
Object Lessons	60
Singing	50
Scripture	30
Drawing	30
Drill	60
Needlework	60

THIRD CLASS.

First Half-year of Enrolment.

Reading—Reader III. (First-half).
Repetition from memory of twenty lines of poetry.
Writing—In copy-books.
Dictation—Eight lines from lessons read.

* See note on previous page.

* *Arithmetic*—Notation to nine places, long division, addition, subtraction, and multiplication of money; mental arithmetic—easy exercises; tables—weights and measures.

Geography—To know the school locality and the cardinal points; to be able to show on a map of the World the continents, oceans, and larger or more important islands, seas, bays, and straits.

Grammar—To define the noun, pronoun, adjective, and verb, and to distinguish each in easy sentences.

Singing—Tonic Sol-fa notation: scale exercises; easy time exercises; two and three pulse measures; simple song and rounds.

†*History*—Not fewer than twelve simple stories or biographies given orally covering the period from the Roman to the Norman conquest, *e.g.*, the Ancient Britons, the Roman conquest, the introduction of Christianity, the Danish and Saxon settlements, Alfred the Great, Canute, Harold.

Drawing—Simple geometrical figures, to be drawn with rulers; and freehand drawing of regular forms and curved figures.

Scripture—New Testament, No. 1; moral lessons.

Object Lessons—Lessons on animals and plants, with special reference to agriculture; on the human frame, and laws of health; on elementary physiology; and on important manufactures.

Drill (for boys)—"Infantry Drill, 1896," Sections 7, 12, 19, 20, 23 to 26, and 42, pages, 8, 14, 18, 21 to 23, and 32; also Section 46, No. 17, pages 52, 53, and 54; Exercises 1st, 2nd and 3rd with or without dumb bells.

Drill (for girls)—Same as second classes, together with balance-step without advancing; formation of two ranks (Section 35); dressing; marching to front and rear (Section 37); file-marching and wheeling in file.

Needlework—A plain chemise, gathered at neck into a stitched band, ornamented with feather-stitching; or a similar useful article which can be completed by stitches already taught.

Second Half-year of Enrolment.

Reading—Reader III., to the end.
Repetition from memory of thirty lines of poetry.

Writing—In copy-books.

Dictation—Twelve lines from the reading lessons.

Arithmetic—All the compound rules; mental arithmetic—exercises in reduction, buying, selling, measurements, weights.

Grammar—To distinguish all the parts of speech in easy sentences. Composition—to write a letter of not less than twelve lines.

Geography—Simple oral lessons on the Australian Colonies, Tasmania, and New Zealand. As memory work it will be sufficient to know the names and to show the positions of two or three of the chief towns and important rivers in each Colony.

Object Lessons—As for previous half-year.

†*History*—Not fewer than twelve simple stories or biographies given orally, covering the period from William I. to Richard I., *e.g.*, the Norman conquest, the Feudal system, Matilda and Stephen, Becket, the Crusades.

Singing—As for previous half-year.

Drawing—As for previous half-year, with more difficult exercises.

Scripture Lessons—As for previous half-year.

Drill (for boys)—"Infantry Drill, 1896," Sections 27 to 33 and Section 42, pages 24 to 29 and page 32; also section 46, No. 17, pages 54 and 55; Exercises 4th, 5th, 6th, and 7th, with or without dumb-bells.

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* Tables to be confined to (1) money; (2) long measure: yards, feet, inches; (3) weight: tons, cwts., qrs., lbs.; (4) capacity: gallons, quarts, pints; (5) time: days, hours, minutes, seconds.

† Beyond the names of the sovereigns and the dates of their accession, no dates or genealogical tables will be required from pupils of third class, and the examination will not go outside the lessons given.

Drill (for girls)—As for first half-year.
Needlework—A linen sampler, with threads drawn, showing the various stitches used in needlework, namely, top-sewing, stitching, herring-boning, various feather-stitching, eyelet and button-holes, small square of darning, loops; name done in satin-stitch.

Third Half-year of Enrolment.

Reading—Reader IV. (first half).
Repetition from memory of forty lines of poetry.
Writing—In copy-books.
Dictation—Twelve lines from the reading lessons.
Arithmetic—Reduction; miscellaneous exercises in simple and compound rules; mental arithmetic—easy questions in buying and selling, and in household and business accounts.
Grammar—Parsing of easy sentences; accidence; analysis of simple sentences; composition.
Geography—Simple oral lessons on Europe. As memory work it will be sufficient to know the names and to show the positions of a few of the chief towns, rivers and mountain ranges (if any) in each country.
Object Lessons—As for first half-year.
History—Not fewer than twelve simple stories or biographies, given orally, covering the period from John to Richard II., *e.g.*, Magna Charta, Simon de Montfort, House of Commons, Llewellyn, Wallace, Bruce, Bannockburn, Crecy, Black Prince, Wat Tyler.
Singing—Tonic Sol-fa,* scale exercises; time exercises in four-pulse measure, introducing half-pulse, hold-mark, and rest; two-part songs and rounds.
Drawing—As for second half-year, with more difficult exercises.
Scripture Lessons—New Testament, No. 1.
Drill for (boys)—"Infantry Drill, 1896," Sections 34 to 39 and Section 42, pages 29 to 32, and manual exercises; also Section 46, No. 16, pages 44, 45 and 46; 1st, 2nd and 3rd practices.
Drill (for girls)—As for second half-year, together with balance step (advancing) and dumb-bells, six exercises.
Needlework—1. Sampler as in last half-year.
2. A pair of drawers, tucked, finished with button-holes in band; or similar useful article.

Fourth Half-year of Enrolment.

Reading—Reader IV., to the end.
Repetition from memory of forty lines of poetry.
Writing—In copy-books.
Dictation—Twelve lines from the reading lessons.
Arithmetic—Miscellaneous exercises in back rules; household accounts; bills of parcels; simple proportion and practice (money only).—Mental arithmetic—miscellaneous exercises.
Grammar—Parsing and analysis of easy sentences, with a knowlege of the rules of syntax; composition.
Geography—Asia and America, as in the case of Europe in third half-year.
Object Lessons—As for first half-year.
History—Not fewer than twelve simple stories or biographies given orally, covering the period Henry IV. to Elizabeth, *e.g.*, Agincourt Wars of the Roses, Warwick, Wolsey, Mary of Scotland, the Armada; History of Australia to 1808.
Singing—As for third half-year.
Drawing—As for third half-year, with more difficult exercises.
Scripture Lessons—New Testament, No. 1.

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* Or at the discretion of the teacher, staff notation of corresponding difficulty.

Needlework—1. Running and felling seams with tucks run and gathered into band, in chemise or similar useful article; name or initial in satin-stitch.
2. Darning in stocking-web material.
3. Button-holes in cloth.

Drill (for boys)—"Infantry Drill, 1896," Sections 40 to 45 with arms, pages 31 to 34; also Section 46, No. 16, pages 47 and 48, 4th practice.

Drill (for girls)—As for third half-year.

Values of Subjects taught to Third Class.	Marks.
Reading (Reading, 80; Poetry, 40; Meanings, &c., 30) ...	150
Writing (in copy-books, 100; from Dictation, 50)	150
Dictation (for Spelling)	100
Arithmetic (Slate work, 100; Mental, 50)	150
Grammar (Accidence, &c., 50; Composition 50)	100
Geography	60
Object Lessons	60
History	60
Music...	60
Drawing	60
Scripture Lessons	60
Drill	60
Needle-work...	60

NOTE.—The work prescribed in Object Lessons, Scripture, and Drawing, is for the whole period pupils remain in the Third Class. The examination will be on the subjects taught.

FOURTH CLASS.*

First Half-year of Enrolment.

Reading—Reader V. (first half).
Repetition—from memory of fifty lines of poetry.

Writing—In copy-books.

Dictation—Twelve consecutive lines from lessons read.

Arithmetic—Compound proportion; vulgar and decimal fractions; mental arithmetic—miscellaneous examples.

Grammar—Parsing passages of ordinary difficulty; practical instruction in accidence and syntax; analysis; composition.

†§*Geography*—New South Wales; physical features and chief towns; mapping.

Object Lessons—Lessons on animal and plant life, and on the chemical and physical principles involved in agriculture; more advanced lessons on third-class subjects, with light, heat, and air, in relation to health; also lessons on elementary physical science. It is not intended that all these should be taken in one half-year, but a series in one group may be taken.

**§*History*—Not fewer than twelve simple stories or biographies given orally, covering the period from James I. to Anne, *e.g.*, Gunpowder Plot, Raleigh, Petition of Rights, Civil War, Cromwell, Monk,

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* NOTE.—Where there are not ten pupils to form a Fourth Class, the standard prescribed for the first half-year in the Fourth Class shall be that for the fifth half-year in the Third Class.

† *Geography.*—In Third and Fourth Classes no "heights" or "lengths" will be required at examinations.

§ In all classes, to enable an Inspector to examine within the range of lessons actually given in Geography and History, definite information should be entered in the Register of Lessons as to the scope of each lesson.

** In Class four, beyond those mentioned for Class three, only at few noted dates such as 1215, 1688, 1815, etc., will be required at examinations.

William of Orange, Marlborough, Act of Settlement, History of Australia from 1808 to 1837.

Singing—Staff notation, treble clef; $\frac{2}{4}$ and $\frac{3}{4}$ time; time exercises introducing minim and crotchet, with rests; two-part songs and rounds; structure of the major diatonic scale.

Drawing—Freehand drawing—foliage, flowers, ornament, vase forms &c., in outline, and either simple geometrical figures with instruments, including scale drawing, or model drawing of rectilineal objects.

Scripture Lessons—The whole series (Fourth Class and Fifth Class may be taken together).

Euclid—Definitions of, Book I.

Drill (for boys)—"Infantry Drill, 1896," Sections 60 to 64, pages 76 to 79, and manual and firing exercises and physical drill.

Drill (for girls)—Same as Third Classes, together with balance step (retiring), and wands (six exercises).

**Needlework*—1. Sampler with greater skill than before.

2. A petticoat with tucks run, gathered and stroked into band; or similar useful article.
3. Darning and button-holes, as in last half-year.

Second Half-year of Enrolment.

Reading—Reader V.

Repetition from memory of fifty lines of poetry.

Writing—As for first half-year.

Dictation—Twelve consecutive lines from books read.

Arithmetic—As for first half-year, with simple interest and the mensuration of surfaces.

Grammar—As for first half-year.

§*Geography*—Africa, in out-line; latitude and longitude, day and night; zones.

Object Lessons—As for first half-year.

§†*History*—Twelve simple stories or biographies given orally, covering the period from George I. to the present time, *e.g.*, Robert Walpole, Clive, Chatham, American Independence, French Revolution, Nelson, First Reform Bill, &c.; History of Australia from 1837 to 1855.

Singing—As for first half-year, adding quavers and dotted notes.

Drawing—As for first half-year.

Scripture Lessons—The whole series.

Euclid—Book I., to Proposition 12.

Drill (for boys)—"Infantry Drill, 1896," Sections 65 to 71, pages 80 to 82, and manual and firing exercises and physical drill.

Drill (for girls)—As for first half-year.

**Needlework.*—1. A plain night-shirt, showing top sewing, stitching, button-holes, and gathers, and finished with gussets; or a night-dress tucked and trimmed, or any similar article.

2. Patching in calico and flannel.
3. This class will be expected to set their own sewing, with the advice of the Work-mistress; and pupils over 14 years of age should be able to cut out and fit garments specified in Third Class.

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* When the standard of plain needlework prescribed for the Third Class has been completed, ornamental work, or knitting, or both, may be introduced.

§† See notes on previous page.

Value of Subjects taught to Fourth Class.	Marks
Reading (Reading, 80 ; Poetry, 40 ; Meaning, etc., 30) ...	150
Writing (in Copy-books, 100 ; from Dictation, 50)	150
Dictation (for Spelling)	100
Arithmetic (Slate Work, 100 ; Mental, 50)	150
Grammar (Accidence etc., 50 ; Composition, 50)	100
Geography	60
Object Lessons	60
History	60
Music	60
Drawing	60
Scripture	60
Euclid	60
Drill	60
Needlework	60

FIFTH CLASS.*

First Half-year of Enrolment.

Reading—The Text-book prescribed for the University Junior Examination or any other book sactioned by the Minister.
Writing—In copy-books.
Dictation—Passages of ordinary prose, fifteen consecutive lines.
Arithmetic—Compound interest, profit and loss, as treated in any standard text-book, such as Lock's ; Mensuration—area of regular surfaces ; the metric system.
Grammar—Accidence and Syntax, as treated in Lennie's Grammar ; ordinary parsing ; simple analysis ; and composition.
Geography—Commercial routes ; products of different countries ; forms of government ; important manufacturing and mining centres.
† *History*—William III. to George II. inclusive, as treated in any ordinary text-book, such as Ransome's ; History of Australia from 1855 to 1872.
Science—Not fewer than twenty lessons on scientific subjects. A series on one or more separate branches, *e.g.*, botany, chemistry electricity, physiography, etc. will be accepted.
Cooking—For girls.
Euclid—Book I.
Algebra—The four simple rules, as treated in any standard text-book such as Charles Smith's.
§*Latin* (for boys)—Abbott's "Via Latina" to Exercise 21, page 29.
§*French* (for girls)—Macmillan's Progressive French Course, No. 1, Lessons 1 to 14, and Mrs. Boyd's "Causeries Familières," Chapters I. to V. inclusive.
Drawing—As for class four, with increased difficulty.
Music—Staff notation ; time signatures fully ; key signatures ; marks of expression : common musical terms ; three-part songs.
Scripture Lessons—The whole series. (The Class may be taken with Fourth Class in this subject.)
Drill (for boys)— } As for Fourth Class.
Drill (for girls)— }
Needlework—1. Patching in print, flannel, and cloth.
2. A linen sampler as in Third and Fourth Classes ; also a child's dress made of washing material.
3. The pupils will be required to cut out and fix their own sewing ; also any garment named in former classes.

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* NOTE.—When there are not ten pupils to form a Fifth Class, the standard prescribed for the first half year in Fifth Class shall be that for the third half-year of the Fourth Class.

† At examinations only a few well-known dates will be required.

§ In mixed schools the teacher may confine himself to either Latin or French.

Second Half-year of Enrolment.

Reading—
Writing— } As for first half-year.
Dictation

Arithmetic—Miscellaneous exercises in back rules, as treated in any standard text-book, such as Lock's.
Grammar—As for previous half-year.
Geography—British Empire.
† *History*—George III. to the present time ; History of Australia from 1872 to 1898.
Science— Twenty additional lectures.

Music—
Scripture Lessons— } As for first half-year.
Drawing—

Euclid—Books I. and II. with easy Exercises.
Algebra—Simple Equations and Factors, &c.
Latin (for boys)—Abbott's "Via Latina," to page 53, with the first conjugation and the verb *sum*.
French (for girls)—Macmillan's Progressive French Course No 1, Lessons 15 to 26, and Mrs. Boyd's "Causeries Familières," chapters VI. to IX. inclusive, with the four regular conjugations.
Needlework—As for first half-year.
Drill (for boys)—As for Fourth Class.
Drill (for girls)—As for Fourth Class.

Values of Subjects taught to Fifth Class.	Marks.
Reading—Prescribed text-book	100
Writing	100
Dictation	100
Arithmetic	100
Grammar	100
Geography	60
History	60
Science	60
Geometry	100
Algebra	100
Latin	100
French	100
Drawing	60
Music	60
Scripture	60
Drill	60
Needlework	60

NOTE 1.—Where pupils remain in Fifth Class beyond one year, higher results in Mathematics and Languages will be required.

NOTE 2.—*Music*—In separate boys' and girls' departments the sexes may be combined for singing lessons at the discretion of the teachers ; but the teachers of the respective departments will be held responsible for instruction in *theory* of music.

NOTE 3.—*Drill*—In all schools under one teacher, the standard for the second-class shall be the highest required for any class.

NOTE 4.—*Writing*—All writing will be rejected as a failure if there is no attempt made to imitate the copies set.

NOTE 5.—*Arithmetic*—Pupils of girls' schools will not be expected to work discount stocks, or cube root.

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† At examinations only a few well-known dates will be required.

NOTE.—In lieu of the Grammar, Geography, History, or Science prescribed above, a teacher may take up these subjects as prescribed for the Senior or Junior Examinations at the University.

APPENDIX B.

SPECIAL REGULATIONS RELATING TO THE PUBLIC INSTRUCTION DEPARTMENT, EXTRACTED FROM THE "REVISED REGULATIONS UNDER THE PUBLIC SERVICE ACT OF 1895." (5th MAY, 1898.)

DEPARTMENT OF PUBLIC INSTRUCTION.

APPOINTMENT OF TEACHERS.

Training and Compulsory Examination.

167. Every applicant for employment as a teacher, unless he be a University graduate, or a person holding a certificate from a training institution recognised by the Board, must show that he has gained in the Colony, either as a pupil in a State School, or otherwise, a sufficient experience of the established Public School system to warrant his employment. Every untrained applicant must undergo a course of training, and every applicant, whether trained or not, must pass the prescribed examinations before being permanently appointed, and must sign an undertaking to accept employment in any locality indicated.

Provisional Appointment without Examination.

168. As a general rule, no person will be appointed as a teacher unless he has been examined and classified. In some cases a teacher may be appointed provisionally who has not undergone examination ; but his appointment will not be ratified until his competency has been tested by examination.

Teachers of Evening Public Schools.

169. No teacher will be appointed to any Evening Public School until he has been trained and classified.

Teachers of Provisional Schools.

170. Teachers of Provisional Schools will be appointed after their competency for the office has been ascertained.

House-to-House Teachers.

171. Teachers (not necessarily trained) may be employed in house-to-house teaching ; they must be persons of good moral character, and must be capable of imparting the rudiments of an English education.

Assistant Teachers.

172. Assistant teachers may be appointed to schools in which the average daily attendance exceeds seventy. They may be

(*a*) Persons who have served for four years as pupil-teachers, or
(*b*) Persons who have been examined and classified.

Pupil-teachers.

173. Pupil-teachers may be employed to serve for not less than four years in any school in which the average attendance has not been less than fifty for the preceding quarter, provided that the teacher of such school holds a classification not lower than Class 2. Candidates for the

office of pupil-teacher must be not less than fourteen nor more than seventeen years of age, and must be free from any bodily infirmity likely to impair their usefulnes. They must also pass an examination in the subjects specified in the Appendix to these Regulations.

Classification, Promotion, &c.

Examination and Classification.

174. The attainments of teachers, students of the Training Schools, and candidates for employment as teachers, shall be tested by written and oral examinations, and their skill in teaching shall be determined by their ability to manage a school or class; and, according to such attainments and skill, they will be classified in the following sections:—The first, or highest, class shall have three sections, distinguished as 1A with Honours, 1A (without Honours), and 1B; the second class shall have three sections, distinguished as 2A with Honours, 2A (without Honours), and 2B; and the third class shall have three sections, distinguished as 3A, 3B, and 3C. A classification awarded to a teacher, a student of a Training School, or a candidate for employment, after his first successful examination, shall be provisional only, and shall be confirmed at the end of three years from the date of examination if the inspectors' reports upon his school work are fully satisfactory: Provided that the classification of any teacher in the School Service shall be liable to reduction or cancellation for inefficiency, gross neglect of duty, or serious misconduct on the part of the person holding such classification. As a rule, a teacher will not be regarded as eligible for examination, with a view to promotion to a higher class, until his provisional classification has been confirmed.

Annual Examinations.

175. An examination of teachers shall be held yearly in each inspector's district. Teachers who desire to be examined, with a view to promotion, must apprise the inspector of their wish at least one month before the date of examination, and furnish him with a list of the alternative subjects, if any, upon which they are prepared for examination.

Subjects of Examination.

176. The subjects in which teachers and pupil-teachers shall be examined for classification are those stated in the Appendix to these Regulations.

Desired Removal or Promotion.

177. Teachers desirous of being removed or promoted must intimate their wishes to the inspector of the district in writing. A list of such teachers will be kept in the Department of Public Instruction.

Removal for Default.

178. A teacher may be removed from the school in which he is employed to another of a lower class, should he fail, through any default on his part, to maintain the requisite number of pupils in average attendance, or to satisfy the conditions of the standard of proficiency.

Promotion for Good Service.

179. Teachers will be promoted from one class to another by examination only. But in each class a teacher may, without examination, be advanced from one section to another in the same class for good service; that is to say, if in the last five years during which he has held his classification his school has increased in efficiency, if the inspectors' reports throughout that period have been satisfactory, and the report for the fifth year indicates that the applicant's practical skill is equal to that required for the section sought, and if his general conduct has been irreproachable.

Eligibility according to Classification.

180. Teachers shall be eligible for appointment to any Public School

or to any boys' or girls' department, in accordance with the following schedule :—

Class of School or Department.	Teacher's Classification.
1	1A.
2	1B.
3	2A.
4	2A.
5	2B.
6	2B.
7	3A.
8	3B.
9	3C.
10	3C.

When a teacher is temporarily in a position above that corresponding to his classification, such salary only will be paid as accords with his classification.

Qualification of Mistresses of Infants' Departments.

181. Every mistress of an infants' department must hold a classification not lower than 2A.

Teachers' Wives to teach Needlework in certain Cases.

182. In a school below the Fourth Class it will be the duty of the teacher's wife to teach needlework to the girls during at least four hours in each week. In forming an estimate of the efficiency of a school the competency and usefulness of the teacher's wife and the time she devotes to school duties will be taken into account.

Emoluments.

Regulations 183–192 will be found in the body of this Report, in Section II., under the heading "Salaries."

Miscellaneous Provisions.

Default as to Returns or Registers.

193. Negligence in compiling or sending Returns, or in keeping School Registers, shall be reported to the Board, and shall render a teacher liable to a fine, or, if repeated, to a loss of classification.

Penalty for Fraudulent Entries.

194. Any teacher fraudulently making false entries in any register or return will be liable to be dealt with under section 49 of the Act.

Absence from Duty.

195. No teacher shall be absent from duty unless reasonable cause be shown.

Provision in Case of Absence from Illness or other Emergency.

196. If a teacher is prevented by illness or other emergency from attending to duty, the fact shall be immediately reported to the permanent head through the local inspector, and it shall be incumbent upon such teacher to furnish such evidence of his illness or the existence of such emergency as the permanent head may consider necessary. The duties of any absent teacher shall be performed by his fellow teachers without additional salary or remuneration.

Short Leave of Absence.

197. The permanent head, or other officer authorised by the Minister, may, at any time, on sufficient cause being shown, grant any teacher leave of absence not exceeding three days; but all such periods of leave shall be properly recorded in a book to be kept for that purpose.

Leave of Absence for Recreation.

198. Teachers of all schools established under the Public Instruction Act of 1880 shall be entitled to leave of absence during the holidays granted to the pupils of their schools, namely, to one week at Easter, two weeks at Midwinter, and four weeks at Christmas, and teachers in the Technical College shall be entitled to the holidays granted to students between the terms as notified in the Technical College Calendar for the year current.

Sick Leave.

199. Leave of absence on account of sickness may be granted to teachers of all ranks for a period not exceeding one month on full salary. In cases of continued illness, extended leave after the expiration of the first month may be granted for a further period not exceeding one month on half salary. Should additional leave be then applied for and granted, payment of salary will be discontinued during such extension, but the Board reserves to itself the right to declare "special" any case in which application is made for leave of absence on account of sickness by a teacher of meritorious service, in which case additional leave may be granted on such terms as the Board may determine.

Provision for Extended Leave.

200. The Board may, with the approval of the Governor, grant to any teacher of twenty years' continuous good service leave of absence, not exceeding six months on half salary, or three months on full salary, or, in case of pressing necessity, may grant leave of absence, without salary, to any officer, and such leave may be in addition to the ordinary leave provided for by Regulation 198.

Duties of Teachers of Trades.

201. Teachers and assistant teachers of fitting and turning, plumbing, carpentry, and manual training must attend at their workshops during the College vacation, for the purpose for putting the tools in proper order, arranging work, or completing models for class instruction, for the preparation of work, or for the discharge of any other duty, as the Superintendent may direct. Teachers of manual training in Public Schools, during the holidays granted to the pupils of the Public Schools, must attend at their workshops for purposes as aforesaid. The teachers and assistants above referred to shall, however, be entitled to receive, during the College vacation two clear weeks' leave of absence.

APPENDIX TO THE "SPECIAL REGULATIONS."

Subjects of Examination for Teachers and Pupil-Teachers.

FOR A THIRD-CLASS CERTIFICATE.

Reading—Full value, 800 marks. Prose and Poetry.

Writing and Dictation—Full value, 1,000 marks. Specimens of Copy-setting in round hand, half-text, and small hand.

Arithmetic—Full value, 1,000 marks. Simple and Compound Rules, Reduction, Proportion, Practice, Simple and Compound Interest, Vulgar and Decimal Fractions.

Text Books—Barnard Smith, Hamblin Smith, Lock's, or an equivalent.

Grammar—Full value, 1,000 marks. Including Accidence, Parsing, Analysis of Sentences, Meanings and Applications of Words, Saxon and Latin Prefixes and Affixes, and Composition.

Text Books—Lennie's Grammar and Laurie's Composition. For special study—The Text-book prescribed for the Junior University Examination of the current year.

Geography—Full value, 800 marks. Europe and Australia in detail. Mapping in connection with those Continents.

Text Books—Hughes' Class Book of Geography.
Geography of New South Wales (Wilkins').

History—Full value, 600 marks. Outlines of British History from the Conquest to the reign of Victoria inclusive; date of Accession of each Sovereign; leading Men; and most important events. General sketch of Australian History.

Text Books—Ransome's History, History of Australia.

School Management—Full value, 800 marks. Organization, Discipline, and Instruction of Schools—in outline.

Text Books—Gladman's School Method.
Public Instruction Act and Regulations.

Domestic Economy — (Female Teachers only)—Full value, 500 marks. Plain Needlework, Food, Clothing, Household Management.

Text Book—Hassell's Domestic Economy.

Drawing—Full value, 500 marks. Blackboard, Freehand.

Text Books—As prescribed in the Standard of Proficiency.

Vocal Music—Full value, 500 marks. Rudiments of Music, either notation.

Text Books—Curwen's Standard Course to Step IV inclusive,
or
Stimpson's Singing Class Book.

FOR A SECOND-CLASS CERTIFICATE.

Reading—Full value, 500 marks. Prose and Poetry.

Writing—Full value, 500 marks. Specimens of Copy-lines, Ornamental Writing.

Arithmetic—Full value, 1,000 marks. The Full Course, with Elementary Mensuration.

Text Books—Barnard Smith, Hamblin Smith, Lock's, or any equivalent, Todhunter's Mensuration (for Males), Chap. I to XVII, omitting Chap. VI.

Grammar—Full value, 1,000 marks. Including Accidence, Parsing, Derivations, Meaning and uses of Words, Composition, and Analysis.

Text Books—Hunter's Grammar.
Meiklejohn's Book of English.

Subject for Special Study—Same as that prescribed for the Senior University Examination of the current year.

Geography—Full value, 800 marks. Physical Geography. Europe, Australasia, and North America, in detail. Mapping within these limits.

Text Books—W. Hughes' Class Book of Geography, and W. Hughes, Physical Geography, or Geikie's Physical Geography.

History—Full value, 600 marks. British History, from the Conquest to the present time.

Text Books—Ransome's Short History of England.
Australian History.

British Literature—Full value, 600 marks.
Smith's Smaller History of English Literature.

1898—Chapters I to VIII inclusive
1899— „ IX to XIII „
1900— „ XIV to XIX „
1901— „ XX to XXVII „
and so on in cycles of four years.

Also, Smith's Specimens of English Literature for corresponding periods each year.

Art of Teaching—Full value, 1,000 marks. Organization, Discipline, Method, and Instruction of Schools in greater detail.

Text Books—Gladman's School Work.
Public Instruction Act and Regulations.

Sanitary Science (Female Teachers only)—Full value, 500 marks.

Text Book—Willoughby's Public Health and Demography.

Drawing—Full value, 500 marks. Geometrical and Model Drawing.

Text Books—Nesbit and Brown's Handbook of Model and Object Drawing.
Rawle's Practical Plane Geometry.

Vocal Music—Full value, 500 marks. Rudiments of Music, either notation, with increased proficiency.

Text Books—Curwen's Standard Course to Step VI inclusive, or
Dunstan's Teacher's Manual of Music.
Köhler's Elements of Music.
Stainer's Rudiments of Harmony, Chaps. I to IV.

* *Alternative Groups for Males.*

Group I.

Euclid—Full value, 1,000 marks. First three Books of Euclid's Elements with Deductions.

Algebra—Full value, 1,000 marks. To Quadratic Equations, including Surds.

Text Books—Hamblin Smith, C. Smith's Algebra, or an equivalent.
Todhunter, Hall and Steven's, or an equivalent.

Group II.

Latin—Full value, 2,000 marks. Grammar, Composition. Cæsar: De Bello Gallico Books I to IV inclusive.

Text Books—Dr. Smith's Smaller Latin Grammar. Arnold's Composition (Bradley) to Exercise 40.

Group III.

Euclid—700 marks. Books I and II, with deductions.

Algebra—700 marks. To Quadratics, without Surds.

Science—600 marks. Any one mentioned in Group IV for Females.

* *Alternative Groups for Females.*

Group I.

French—Full value, 2,000 marks. Grammar, Composition. Translation from an easy author.

Text Books—(For translation.) Book prescribed for Junior University of current year.
Havet's French Class Book (complete), or Hallard's French Grammar.

Group II.

Latin—Full value, 2,000 marks. Grammar, Composition. Cæsar: De Bello Gallico, Books, I, II.

Text Books—As for Males.

Group III.

Euclid—Full value, 1,000 marks. Books I and II, with easy Deductions from them.

Text Books—As for Males.

Algebra—Full value, 1,000 marks. To Quadratics, omitting Surds.

Text Books—As for Males.

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*Note. These groups of subjects are styled Alternative, because candidates are allowed to choose from them the Group in which they wish to be examined. Candidates are required to confine themselves to one group.

Group IV.

Any two of the following Sciences :—

Experimental Physics—Full value, 1,000 marks.
Text Book—Balfour Stewart's Lessons on Elementary Physics.

Chemistry—Full value, 1,000 marks. Inorganic.
Text Book—Roscoe's Lessons in Elementary Chemistry.

Geology—Full value, 1,000 marks.
Text Book—Geikie's Class Book of Geology.

Botany—Full value, 1,000 marks.
Text Book—Oliver's Lessons in Elementary Botany.

Physiology—Full value, 1,000 marks.
Text Book—Huxley's Lessons in Elementary Physiology.

For a First-class Certificate.

Reading—Full value, 500 marks. Prose and Poetry from a standard author.

Writing—Full value, 500 marks. Specimens of Copy-setting and Letter-writing.

Arithmetic—Full value, 900 marks. The whole theory and practice.
Text Books — Hamblin Smith's Arithmetic.
Colenso's Arithmetic (as revised by Hunter).
Todhunter's Mensuration (for Males only), Chaps. 1 to 32.

Grammar—Full value, 900 marks. Including Accidence, Parsing, Analysis, Composition, Prosody, and Derivations.
Text Books—Mason's English Grammar.
Meiklejohn's English Language.

Geography—Full value, 800 marks. Physical Geography. Astronomical Geography. Map Drawing.
Text Books — Geikie's Physical Geography.
Lockyer's Astronomy.

Art of Teaching—Full value, 900 marks. Organization, Method, Discipline with a knowledge of the Constitution of the Human Mind.
Text Books—Bain's Education as a Science.
Baldwin's Elementary Psychology and Education.
Public Instruction Act and Regulations.

Sanitary Science—(Female Teachers only)—Full value, 500 marks.
Text Book—Willoughby's Public Health and Demography.

Drawing—Full value, 500 marks. To complete the full D Certificate.
Text Book—Dennis' Perspective.

Vocal Music—Full value, 500 marks. Rudiments of Music and Elements of Harmony, either notation.
Text Books—Curwen's Standard Course, or same as for Class II, with Stainer's Rudiments of Harmony, Chapters 1 to 8.

History—Full value, 700 marks. History of England in detail. History of Australia.
Text Books—Gardiner's Students' History, 12s. 6d.
Creasy on the English Constitution. Chapters 10, 11, 15, 16.
History of Australia.

English Literature—Full value, 800 marks.
Smith's Larger History of English Literature.
1898—Chapters I to V inclusive.
1899— „ VI and VII.
1900— „ VIII to X inclusive.
1901— „ XI and XII.
and so on in cycles of four years.

For Special Study—Shakespeare's "Hamlet."
Milton's "Paradise Lost." Book I.
Addison's Essays, 12 (Clarendon edition), Nos. 3, 15, 25, 61, 105, 106, 135, 159, 165, 409, 458, 487.
Bacon's Essays, 6. Civil and Moral. Blackie's edition.

Alternative Groups for Males.

Group I.

Algebra—Full value, 1,000 marks. Including the Binomial Theorem.
Text Books—Colenso's Algebra, as revised by Hunter, or Hamblin Smith's Algebra, or C. Smith's, or an equivalent.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.
Text Books—Mackay's Euclid, or Todhunter's Euclid, or an equivalent.

Plane Trigonometry — Full value, 1,000 marks.
Text Book—Todhunter's Trigonometry for Schools and Colleges.

*Group II.

Latin—Full value, 2,000 marks. Virgil, first two Books of Æneid; Livy, Book 21. Horace's Odes, Books I, II. Questions on Grammar. Composition.
Text Books—Dr. Smith's Larger Latin Grammar.
Abbott's Latin Prose through English Idiom.
Arnold's Latin Prose Composition. (Bradley.)

Greek—Full value, 1,000 marks.
Text Books—Xenophon's "Memorabilia." Books I and II.
Smith's Smaller Greek Grammar.
Abbott's Greek Prose Composition.

French—Full value, 1,000 marks. Grammar, Translation, Composition.
Text Books—Subjects as for Senior University Examination of the current year.
Havet's French Grammar.
Hallard's French Grammar.

German—Full value, 1,000 marks. Grammar, Translation, Composition.
Text Books — Subjects as for Senior University Examination of the current year.
Otto's German Grammar.

†Group III.

Physics—Full value, 750 marks.
Text Book—Ganot's Physics.

Chemistry—Full value, 750 marks. Inorganic.
Text Book—Roscoe's Class Book of Elementary Chemistry (Macmillan).

Geology—Full value, 750 marks.
Text Book — Jukes' or Geikie's Geology.

Botany—Full value, 750 marks.
Text Book—Oliver's Lessons in Elementary Botany.

Physiology—Full value, 750 marks.
Text Book—Huxley's Elementary Lessons in Physiology.

Sanitary Science—Full value, 750 marks.
Text Book—Wilson's Handbook of Hygiene.

Group IV.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.
Text Books—As in Group I.

Algebra—Full value, 1,000 marks. Inclusive of the Binomial Theorem.
Text Books—As in Group I.

Latin—Full value, 1,000 marks. Cæsar, De Bello Gallico. First two books. Virgil's Æneid. Book I.
Text Books—as in Group II.

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* NOTE.—In this group at least two languages must be taken, one of them being Latin.

† NOTE.—Any *four* of these Sciences may be taken.

Group V.

Euclid—Full value, 1,000 marks. Books I to VI, with Deductions.

Text Books—As in Group I.

Algebra—Full value, 1,000 marks.

Inclusive of the Binomial Theorem.

Text Books—As in Group I.

And any two Sciences of the Science group already specified in Group III. Full value, 1,000 marks.

Group VI.

Latin—Full value, 2,000 marks.

Virgil's Æneid. Books I, II.

Livy. Book XXI.

Horace's Odes. Books I, II.

Grammar and Composition.

Text Books—As in Group II.

Together with any two of the Sciences in Group III. Full value, 1,000 marks.

Text Books—As in Group III.

Alternative Groups for Females.

Group I.

French—Full value, 2,000 marks. Grammar, Translation, Composition.

Text Books—Subjects as for the Senior University Examination of the current year.

Havet's French Grammar.

Hallard's French Grammar.

Group II.

German—Full value, 2,000 marks. Grammar, Translation, Composition.

Text Books—As for Males.

Group III.

Latin—Full value, 2,000 marks. Grammar, Translation, Composition.

Text Books—As for Males.

Group IV.

Euclid—Full value, 1,000 marks. Books I to IV, with Deductions.

Text Books—As for Males.

Algebra—Full value, 1,000 marks. To Quadratic Equations, including Surds.

Text Books—As for Males.

Group V.

Any two of the following Sciences :

Experimental Physics—Full value, 1,000 marks.

Chemistry—Full value, 1,000 marks.

Geology—Full value, 1,000 marks.

Botany—Full value, 1,000 marks.

Physiology—Full value, 1,000 marks.

Text Books—As for Males of First Class.

NOTE 1.—Graduates of any recognised British or Colonial University of not more than five years' standing may be exempted from examination in the Alternative Groups for Class I or Class II.

NOTE 2.—Any Teacher who can show, to the satisfaction of the Minister, that he is unable to take Music or Drawing, may substitute for each or either of these any one of the Sciences specified in Group IV, Class II.

NOTE 3.—Certificates issued to Teachers and Pupil-teachers by the Technical Education Branch in the undermentioned subjects will exempt the holders from further examinations in such subjects :—

Physics, Chemistry, Geology.

Freehand Drawing (second year)—any grade—for Teachers and Pupil-teachers.

Model Drawing (first year)—any grade; Perspective Drawing (first year)—any grade—Section 1.

Geometrical Drawing (first year)—any grade.

SUBJECTS OF STUDY FOR PUPIL-TEACHERS.

Before Appointment—*Candidates.*

Reading—Full value, 100 marks. To read an advanced Class Book, sanctioned by the Minister, with ease, fluency, and expression, to spell well, and to understand the meaning of the passage read.

Writing—Full value, 100 marks. Specimens of penmanship, not less than two lines, in round and small hand.

Dictation—Full value, 100 marks. As for a Fourth Class.

Arithmetic—Full value, 100 marks. To know the Arithmetical Tables, and to work the rules in Vulgar Fractions, Proportion, and Practice.

Grammar—Full value, 100 marks. To Parse and Analyse correctly a passage taken from an ordinary Class-book; to know the Elements of Grammar, including Prefixes, Affixes, and Common Roots.

Geography—Full value, 100 marks. To understand the Geographical Terms, to have a general knowledge of the Map of the World, and the Outlines of the Geography of Australia.

Drawing—Full value, 50 marks. Freehand Tests, as prescribed fcr a Third Class in the Standard of Proficiency.

Vocal Music—Full value, 50 marks, as prescribed for a Third Class in the Standard of Proficiency.

Skill in Teaching—To Teach a Junior Class in the presence of an Inspector.

Pupil-teachers—Class IV.

Reading — Full value, 100 marks. To read the Fifth Reading Book, sanctioned by the Minister, with fluency and expression, give synonymous words and phrases, and answer upon the subject matter; to repeat from memory 50 lines of Poetry.

Writing—Full value, 100 marks. Specimens of copy-setting.

Dictation—Full value, 100 marks. Coutie's Word Expositor, to page 41.

Arithmetic—Full value, 100 marks. To work questions in Proportion, Vulgar and Decimal Fractions, and Practice.

Text Book—Barnard Smith's Arithmetic, Lock's, or an equivalent.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations, and Composition.

Text Book—Lennie's Grammar (revised).

Special Text Book—Same as prescribed for Junior Examination for current year.

Geography—Full value, 80 marks. Cycle of study for Pupil-teachers of all classes. Outlines of each continent, together with—

1898—Africa and South America, in detail. Physical Geography, Chaps. I to VI.

1899—Asia and North America in detail. Physical Geography, Chaps. VII and VIII.

1900—Australia and Polynesia, in detail. Physical Geography, Chaps. IX to XI.

1901—Europe, in detail. Physical Geography, Chaps. XII to end.

And so on in cycles of four years.

NOTE.—One question at least may be given on the Geography of New South Wales *in each year*, and Mapping within the limits of each year's study.

Text Books—Taylor's Geography of Australia.

W. Hughes' Class Book of Geography.

W. Hughes' Physical Geography.

History (British and Australian)—Full value, 70 marks. Pupil-teachers of all classes will be expected to have a knowledge of the order and date of Accession of each Sovereign, and of the chief events of each Reign.

Cycle of Special Study for Pupil-teachers of all classes :—

1898—George I to present time. Australian History from 1859 to present date.

1899—Commencement of Book to Stephen (1154). Australian History to 1808.

1900—Henry II to Elizabeth (1603). Australian History to 1851.

1901—James I to Anne (1714). Australian History to 1859.

And so on in cycles of four years.

Text Books—

Ransome's History.

Australian History.

Drawing—Full value, 50 marks. Blackboard Practice.

Vocal Music—Full value, 50 marks. Stimpson's Singing Class Book, Chaps. I to VIII.

Geometry (for Males)—Full value, 100 marks. Euclid. Book I. Props. I to XXVI.

Text Book—Todhunter's Euclid, Hall and Stevens', or an equivalent.

Algebra (for Males)—Full value, 100 marks. Hamblin Smith's or C. Smith's Algebra. Chaps. I to V inclusive.

Latin (for Males)—Full value, 100 marks. *Via Latina*, to Exercise XXV inclusive.

**French* (for Females)—Full value, 100 marks. Macmillan's French Course. First Year.

School Management—Full value, 50 marks. The Kindergarten Principle. Gladman's School Method. Laurie's Kindergarten Manual.

Needlework (for Females)—Full value, 50 marks. 1. In Paper, cut out and tack drawers, chemise, and pinafore. 2. A sampler, showing the various stitches in needlework as done by pupils in Classes 1, 2, 3.

Pupil-teachers—Class III.

Reading—Full value, 100 marks. To read with improved intonation and expression.

Writing—Full value, 100 marks. Specimens of Penmanship ; three hands.

Dictation—Full value, 100 marks. Coutie's Word Expositor, to page 81.

Arithmetic—Full value, 100 marks. Compound Interest, Profit and Loss, and Square Root—as in Barnard Smith's or Lock's Arithmetic.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations, Composition.

Text Books—Lennie's Grammar (revised), and Text Book for Junior Examination of current year.

Geography—Full value, 80 marks. *See* Cycle in Class IV.

Text Books—As for Class IV.

History—Full value, 70 marks. English History. Australian History. *See* Cycle for Class IV.

Drawing—Full value, 50 marks. Freehand Drawing.

Vocal Music—Full value, 50 marks. Stimpson's Singing Class Book, Chaps. IX to XII inclusive.

Geometry—Full value, 100 marks. Euclid. Book I. With easy deductions from Book I.

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* From female pupil-teachers in country districts the following will be accepted in lieu of French, where it can be shown that the examinee has had no means of acquiring a knowledge of the language in question :—

Latin, or
Euclid and } As for Males.
Algebra

Algebra—Full value, 100 marks. Fractions and Simple Equations, to Chap. XIV inclusive (H. Smith).

Latin—Full value, 100 marks. *Via Latina*, to Exercise 48 ; Appendix II, pages 200 to 205 ; Appendix V, page 226.

* *French* (for Females)—Full value, 150 marks. Macmillan's French Course, Second Year. Exercises pages 77-103. Grammar, pages 1-19. Macmillan's First French Reader, pages 1-17.

School Management—Full value, 50 marks. Gladman's School Method. The Kindergarten. Laurie's Kindergarten Manual.

Needlework (for Females). Full value, 50 marks. 1. A small shirt or dress. 2. A sampler, showing all the stitches required from pupils in Classes 4 and 5.

Pupil-teachers—Class II.

Reading—Full value, 50 marks. A standard author, with correct intonation and emphasis.

Writing—Full value, 50 marks. Specimens of Penmanship; three hands, with increased skill.

Arithmetic—Full value, 100 marks. Cube Root, Discount, Stocks, Proportional Parts—as in Barnard Smith's Arithmetic, Hamblin Smith's Arithmetic, or Lock's Arithmetic.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations, Composition.

Text Books—Lennie's Grammar and Special Text-book as for Junior Examination of current year.

Geography—Full value, 80 marks. *See* Cycle for Class IV.

History—Full value, 70 marks. English History and Australian. History. *See* Cycle for Class IV.

Drawing—Full value, 50 marks. Model Drawing.

Vocal Music—Full value, 50 marks. Stimpson's Class Book, Chaps. XIII to XV inclusive.

Geometry—Full value, 100 marks. Books I and II, with deductions from Book I.

Algebra—Full value, 100 marks. Simple Equations, to Chapter XIX inclusive (H. Smith).

Latin—Full value, 100 marks. *Via Latina*, to Exercise 72 ; Appendix II, pages 206-210 ; Appendix V, page 227.

**French* (for Females)—Full value, 150 marks. Macmillan's French Course, Second Year. Grammar, pages 1 to 38. Exercises, pages 104-140. Macmillan's. First French Reader, pages 1-43.

School Management—Full value, 50 marks. Gladman's School Method. The Kindergarten Principle. (Laurie's Kindergarten Manual).

Needlework (for Females)—Full value, 50 marks. 1. Cut out young child's dress in paper, and tack. 2. A patch in calico, print, and flannel. 3. A sampler as for last year, but showing greater skill.

Pupil-teachers—Class I.

Reading—Full value, 50 marks. To read with ease and expression from a standard author.

Writing—Full value, 50 marks. Specimen of Penmanship ; three hands, with increased skill.

Arithmetic—Full value, 100 marks. Application of Rules and Principles Mensuration of Surfaces.

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* From female pupil-teachers in country districts the following will be accepted in lieu of French, where it can be shown that the examinee has had no means of acquiring a knowledge of the language in question :—

Latin, or
Euclid and } As for Males.
Algebra.

Text Books—Barnard Smith's Arithmetic, or an equivalent. Todhunter's Mensuration. Chapters 7 to 17 inclusive.

Grammar—Full value, 100 marks. Accidence, Parsing, Analysis, Derivations, Composition.

Text Books—Lennie's Grammar, and Special Text-book for Junior Examination of current year.

Geography—Full value, 80 marks. *See* Cycle in Class IV.

History—Full value, 70 marks. English History and Australian History. *See* Cycle for Class IV.

Drawing—Full value, 50 marks. Model Drawing.

Vocal Music—Full value, 50 marks. Stimpson's Class Book, Chap. XVI to end.

Geometry—Full value, 100 marks. Books I, II, and III, with deductions from Book I.

Algebra—Full value, 100 marks. Quadratic Equations, with Surds, to Chap. XXVI, inclusive, omitting Chapter XXII.

Latin—Full value, 100 marks. *Via Latina*, to Exercise 93; Appendices II and V. Easy translations. Cæsar, De Bello Gallico. (Chaps. I to XIV.)

French—(for Females)—Full value, 150 marks. Macmillan's French Course, Second year. Macmillan's First French Reader, pages 1-73.

School Management—Full value, 50 marks. Gladman's School Method The Kindergarten Principle (Laurie's Kindergarten Manual).

Needlework—(for Females)—Full value, 50 marks. 1. A young child's dress, showing gathering and stroking, ornamented with various stitches as shown in former samples; tucks to be run, frill-whipped and hemstitched to be used as trimming. Also cut out any garment required as in former classes. 2. A six-inch sampler done in coloured silk with threads drawn showing all the various stitches used in needlework.

NOTE 1.—Any pupil-teacher who may have passed the Junior or the Senior University examination in Euclid, Algebra, Latin, or French may be exempted from further examination in such subject or subjects in Classes IV, III, and II.

NOTE 2.—Drawing may be taken by all candidates for scholarships even though the standard has been previously satisfied.

NOTE 3.—See also Note 3, at end of page 281 above.

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* From female pupil-teachers in country districts the following will be accepted in lieu of French, where it can be shown that the examinee has had no means of acquiring a knowledge of the language in question:—

Latin, or
Euclid and } As for Males.
Algebra.

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THE SYSTEM OF EDUCATION IN VICTORIA.

I. Primary Education.

A census taken on the 25th May, 1836, the year following that of the first permanent settlement of the Port Phillip District (now the Colony of Victoria), showed the total population of the district as 177—142 males and 35 females; and it is also on record that a child (boy) was born in the district in the month of November of the same year. Five years later, in 1841, the population of the district, exclusive of Chinese and Aboriginals, was 11,738; the number of children of school age, 2,339; the number of schools of all kinds, public and private, 20; and the number of scholars receiving instruction in them, 691. History of Primary Education. 1836 to 1856

The Act for the separation of Port Phillip and the creation of the Colony of Victoria came into operation on the 1st July, 1851; responsible Government was introduced by proclamation on the 23rd November, 1855, and in 1856, on the 25th November, the first free Parliament of Victoria was opened. Up to the year 1856 the history of Primary Education in the Colony is practically the same, or upon the same lines, as that of similar education in New South Wales; from that year the story of Victoria, as regards all educational matters, is that of a self-governing community, free to shape its own destiny in the interests of its citizens and the formation of national character.

The position of the community generally as regards education, in the year 1857, may be gathered from the following statistics:— 1857.

Total population (exclusive of Chinese and Aboriginals)	383,574
Number of children of both sexes—	
2 years and under 7 years	42,752
7 years and under 14 years...	39,167
Number of Schools (Public and Private) ...	675
Number of Scholars	36,671
Proportion per 10,000 persons living (of both sexes, exclusive of Chinese and Aboriginals), aged 5 years and upwards, who	
Could read	9,134
Could write	7,861
Could not read	866

These statistics show that the means of instruction provided were inadequate, and that the standard of diffusion of education was, for the period and as compared with that of other communities, a high one—a circumstance due chiefly to the character of the immigrant population.

Education was at this time under the control of two Boards, viz.:—

(1) The Denominational School Board, which had commenced operations in January, 1849, and

(2) The Board of National Education, appointed for the Colony in the latter half of 1851.

The faults and shortcomings of this system of dual control were fully recognised. Not only were the means of instruction inadequate, but obstructions arose from the co-existence of two Boards supporting schools in the same localities, and employing inspectors traversing the same ground. The advantage of being first in the field, and the greater strength of sectarian interests compared with that of National interests, gave the preponderance to the Denominational system. The funds, which under one good general system would have been available for supplying schools in the thinly populated districts, were wasted in supplying to rival sects in many a centre of population, a number of small and inefficient schools, where one large school would have served the purpose, at once more efficiently and with greater economy. The Boards themselves, in their respective reports for this year (1857), strongly recommended a change—the Denominational Board expressing a desire for "an united system of public education on religious basis," and the National Board urging the necessity of "placing the education of the young under one uniform and comprehensive system."

1858 to 1872. Several attempts were made by the Legislature to remedy this state of things. Of these the most important was a Bill for establishing a comprehensive system of education, the second reading of which was moved in January, 1858, but it was not carried. At last, in May, 1862, a bill was introduced into Parliament which had a similar object, and which became law on the 18th June following under the title of "The Common Schools Act." This measure dissolved the two existing Boards, and established a new body styled "The Board of Education," consisting of five laymen, of whom no two were to be of the same denomination. It made some provision against the needless multiplication of schools. No school was to be established within two miles of an existing school, except under certain strictly specified conditions. No school already established, and within two miles of another school receiving aid, was to continue receiving aid unless it kept an average attendance of at least sixty scholars if it were within a municipal district, and of forty scholars if not within such a district. As the minimum attendance could easily be maintained in the centres of population, an unnecessary number of Denominational schools were enabled to continue their existence in the same locality under the name of Common Schools. This circumstance constituted the main

defect of the Act. There was another circumstance which helped to retain in these schools a Denominational complexion. Every school was under the management of a local committee, of which the clergyman of the church with which the school was connected was usually the leading spirit; and this committee had in its hands the appointment and dismissal of the teachers, subject to the approval of the Board of Education. The minimum average attendance for which aid would be granted by the Board was fixed at twenty by the Act, and, under the regulations, one-half of the cost of erecting and furnishing a school was to be raised by the inhabitants concerned. These conditions prevented the establishment of schools in poor and thinly populated districts. There was no provision made for part-time schools or itinerant teachers.

In September, 1866, an important Commission was appointed to inquire into the working of the Common Schools Act. Its report, dated January, 1867, stated that the system of public instruction established by the Common Schools Act did not appear to have hitherto produced a sufficient extension of the benefits of instruction; and it also stated that the excessive multiplication of schools and teachers, occasioned by the competition of the various religious denominations and the employment of an unnecessary number of assistant teachers seemed to be the two principal causes of the undue proportion that existed between the public expenditure and its educational results. The report contained the following recommendations: —The establishment of public schools from which sectarian teaching should be excluded by express legislative enactment; the appointment of a Minister of Public Instruction responsible to Parliament; public schools to be placed under the superintendence and management, subject to the Minister of Public Instruction, of local committees to be partly nominated by ratepayers and parents; the instruction of children to be compulsory upon parents; a separate grant to be made for the purpose of aiding instruction in the rural districts; the teachers to be admitted to the Public Service upon passing a certain prescribed examination. A Bill embodying these recommendations and others was introduced into Parliament, but it was not carried.

The Act repealing the Common Schools Act and establishing the present system of State school education in Victoria was passed in December, 1872, and came into operation on the 1st January, 1873. The Board of Education was replaced by a Department of Education presided over by a Minister of Public Instruction responsible to Parliament. All schools, to be called State schools, were to be conducted in buildings vested in the Minister, and the trustees of existing schools were authorised to sell or let them from year to year to the Minister. In localities where there might be no State schools, or an insufficient number, an arrangement might be made with any non-vested school for the education of children attending it at a capitation rate; but no such arrangement was to continue beyond a period of five

years from the commencement of the Act. The education was to be free, secular, and compulsory; no teacher was to give any other than secular instruction in any State school building, but the State school buildings might be used for any purpose on days and at hours other than those required for secular instruction. Provision was made for the appointment and removal by the Governor in Council of a Secretary, an Inspector-General, inspectors, teachers, and other necessary officers. Teachers thus became civil servants, and their appointments were practically made permanent.

1873 to 1897. From the 31st December, 1877, aid to non-vested schools was finally discontinued, and thenceforward none other than State Primary Schools received support by any subsidy from the educational vote.

Slight amendments in, and additions to, the Principal Act were made by Acts of Parliament passed in October 1876 and November, 1889; and in 1890, in common with the other Victorian statutes, the laws relating to education were consolidated, and are now embodied in one Act, the Education Act 1890, No. 1086.

In November, 1881, a Royal Commission was appointed to enquire into the administration, organisation, and general condition of the existing system of public instruction in Victoria. This Commission furnished its first report in May, 1882, its second in April, 1883, and its final report in June, 1884. In the meantime—in November, 1883—a Public Service Act had been passed, placing the public service generally, including teachers, under the control of one body, the Public Service Board. The provisions in this Act relating to teachers dealt chiefly with their appointment, promotion and transfer; their salaries; and the classification of schools and teachers. The Act provided for the appointment of a Committee of Classifiers to consist of three persons, viz: the Inspector-General of Schools for the time being, the head teacher of a State school with an average attendance exceeding 400 children elected by the certificated State school teachers, and a Government nominee, who was not to be an officer of the public service.

Amendments of and alterations in the provisions of the Public Service Act 1883 dealing with teachers were made in the Education (Teachers) Act 1888, the Teachers Act 1893, the Teachers Salaries Act 1893, and the Teachers Act 1895. By the Teachers Act 1893, partly for reasons of economy, and partly because the system was then fully established and its working simplified as the result of some years' experience, the constitution of the Committee of Classifiers was altered by the substitution of a committee consisting of three officers of the Education Department for the semi-independent body created by the Public Service Act 1883.

The most prominent recent occurrences in connection with the educational system of the Colony have been the revived discussion of the question of giving religious instruction in State schools as a part of the free course, and the severe economies

which have been rendered necessary by prolonged financial depression.

As regards the former matter, it is of course not in the power of the Department to afford any facilities for religious teaching other than those permitted by the law, and so far no agitation having for its object an alteration of the law has received such measure of public support as would necessitate a change. The Department has however, in the "School Papers" mentioned below, introduced Scripture lessons of a purely undogmatic type, at the same time strictly enjoining teachers, in the use of these lessons, not to give any explanation of either word or text. On the whole the experiment has proved successful and has met with but little opposition.

The extent of the economies practised may be judged from the following comparison of the expenditure for the years 1890-1 and 1896-7:—

——	Year ended June 30, 1891.	Year ended June 30, 1897.	Decrease.
Total expenditure of Department	£896,679	£609,419	£287,260
On Primary Education—			
Including Buildings... ...	811,977	517,606	294,371
Excluding Buildings ...	699,668	506,709	192,959

It will be seen that, in the period of six years, a reduction in the expenditure on Primary education, excluding that on buildings, of very nearly 29 per cent. has been effected.

This great reduction has been brought about by

(1) Discontinuing all payments and bonuses for teaching such subjects as singing, drawing, and drill, and for instruction of pupil teachers.

(2) Reducing the number of Schools.

(3) A more extensive employment of pupil teachers and monitors in lieu of assistants.

(4) Reducing the number of inspectors, relieving teachers and truant officers, and diminishing the cost of administration generally.

(5) A percentage reduction on all salaries. and the adoption of a lower scale of payments applicable to all appointments thereafter made.

(6) The amalgamation of schools and the adoption of a system of conveying children to school.

The amalgamation of schools is effected by making a school, usually in one of the large centres of population, the adjunct of a neighbouring school under one head teacher, and restricting the attendance at the adjunct to children in the 1st, 2nd, and 3rd classes.

Under the conveyance system a small payment is made by the Department for each child conveyed to school by railway or vehicle, in accordance with a scale fixed by regulation. Payments are restricted to cases where schools are closed through

low average attendance and applications where the number of children would warrant the Department in establishing a small school, and all the arrangements for conveyance, as well as the responsibility in regard to them, devolve upon the parents concerned. (*See also Supplementary Notes* I. (xi.).)

The functions and duties of the Committee of Classifiers and of the officers of the Department, the details of the provisions of the various Acts, and the results of the recommendations of the Royal Commission of 1881-84 and of other bodies, will be dealt with in the description of the present state of education in Victoria.

Meanwhile it may be said, in concluding this brief history, that the period of 25 years during which the Education Act of 1872 has been in operation, without alteration as regards its main features, has been marked by continuous and satisfactory progress. The qualifications required of candidates for teacherships and for promotion have been made higher and their scope enlarged; successive revisions have greatly improved and broadened the Course of Free Instruction; the Department has undertaken and successfully carried out the issue of publications of its own, notably of monthly "School Papers" for the 3rd and 4th classes, the varied contents of which, and the possibility of adapting them to the needs of the scholars and of current circumstances, have made them of great interest and value to the children; and the classification scheme established by the Act of 1883 has fully realized the objects for which it was designed, viz.:—(1) To secure a systematic and just classification of teachers on the grounds of literary qualification, professional ability, good conduct, and length of service. (2) To guard against improper influence in the appointment, transfer, or promotion of teachers. The working of the Act has resulted in an immense extension of educational advantages throughout the Colony, and the improved conditions under which teachers' appointments are held have proved a strong incentive to persons of a superior class to devote themselves to teaching.

Administration of Primary Education in the State (Public) Schools.

The system of administration is a centralized one, with its headquarters in Melbourne, and is under a responsible Minister of the Crown, with a staff consisting of a Secretary for Public Instruction (the permanent head of the Department), an Inspector-General of Schools, Inspectors of Schools, and other necessary officers. All payments are made by the State out of the consolidated revenue, and the administration is charged with the full responsibility of carrying out the provisions of the Acts of Parliament dealing with educational matters and of the regulations framed thereunder.

The Public Service Board.

The Public Service Board exercises important functions in connection with the appointments, transfers, and promotions of teachers, and teachers have the right of appeal to it in matters of classification. To this body also charges of a serious nature made against officers of the public service, including teachers, are remitted for inquiry.

Boards of Advice.

The Boards of Advice are local subsidiary bodies which have certain duties of local supervision assigned to them by law. The

Colony is divided into School Districts (of which there are at present 358), each with its Board of Advice, the members of which are elected by the ratepayers of the respective districts. The position is honorary, and the elections are held every three years. The Boards have no voice in the appointment of teachers. Their duties are to visit the schools from time to time, to report on their management, and on the condition of the premises: to advise as to the establishment of new schools; to urge parents to send their children to school regularly, and to report the names of those who fail to do so; also to direct, with the approval of the Minister, what use shall be made of the school buildings out of school hours. The Boards have power, under this last provision, to decide whether religious instruction may or may not be given after school hours; and the Boards' functions, as will be shown hereafter, in regard to compulsory attendance at school, are of a very important character.

Each Board also has allotted to it a small sum of money annually, called a maintenance allowance, proportioned to the number and size of the schools in the district—to be expended, at the Board's discretion, on necessary repairs defined by regulation, or, when authorized by the Department, upon other works.

School Buildings, Furniture and Accommodation.

All State school buildings, with the exception of a few temporarily rented, are the property of the State, and funds for their erection, repairs, and furnishing are entirely provided out of the consolidated revenue. No local contributions are demanded, though in some very few cases, where the number of children is very small, or the settlement precarious, the establishment of a school is made contingent upon the residents providing a suitable building, and letting it to the Department at a small rental.

The furniture supplied is of an ordinary type.

There are no regulations dealing with the building and equipment of schools. Necessary works are carried out by the Public Works Department of the Colony; and in matters of ventilation, sanitary requirements, etc., advice and information are afforded by the Board of Public Health, which also is a Government Department.

On the 30th June, 1897, the property of the Department comprised 1,955 school buildings and 1,397 teachers' residences. Accommodation was provided for 194,201 children at an allowance of ten square feet of floor space per child. (*For figures for* 1899 *see Supplementary Notes* I. (x.).)

Requisites, Books and Apparatus.

An allowance for maintenance expenses is made to every teacher in charge of a school, out of which (in addition to other requirements) have to be provided pens, penholders, ink, slate-pencils, chalk, sewing materials, and all stationery (except copybooks). It is expected that children generally will provide themselves with books, slates, and other necessary articles; and free grants of requisites are only made in cases of indigence or for use in the school.

Until within the last four years, the books, copybooks, etc., in use have been those belonging to well-known series published in Great Britain or Victoria. Of late, however, the Department has

made considerable progress in giving effect to a resolution passed by the Legislature of the Colony that the school books should be compiled and printed in Victoria. The list of the Department's publications includes a Primer and First Reader, sets of Australian Writing Sheets and Copybooks, a Manual of Health and Temperance, and Monthly School Papers for the Third and Fourth Classes. These last have proved very successful—the sale of the paper for Class III., at ½d. per copy, having reached over 40,000 per month, that for Class IV., at 1d., nearly as large a number.

In addition to the ordinary school apparatus provided free, the Department supplies, upon the application of the head teacher and on certain conditions, apparatus for the teaching of elementary science (General Lessons, Appendix A). The chief conditions are that, for every £1 granted by the Department, there shall be locally contributed a sum of £1 for a 1st, 2nd, or 3rd Class school, 15s. for a 4th Class school, and 10s. for a 5th Class school; and that the total sum granted shall not exceed a certain maximum amount in each case.

Schools and Teachers. Classification of Schools and Teachers. Appointments, Promotions, and Transfers.

To determine the status and emoluments of the teachers employed therein, all State schools are divided into seven classes as follows:—

First Class	exceeding 800
Second Class	500 to 800
Third Class	350 to 500
Fourth Class	200 to 350
Fifth Class	75 to 200
Sixth Class	35 to 75
Seventh Class	20 to 35
Eighth Class	not exceeding 20

The classification of the schools is determined triennially (or more frequently when exceptional fluctuations occur) by the Committee of Classifiers, consisting of the Secretary, the Inspector-General, and an Inspector of Schools. Subject to the provisions of the Public Service Acts the classifiers also determine the classification of teachers as regards their order of precedence for transfer or promotion; but any teacher who may feel himself aggrieved by the decision of the classifiers has a right of appeal to the Public Service Board, the body which deals with the appointment, classification, and promotion of the public service generally. Every three years a classified roll of schools and teachers is compiled and published by the classifiers. Supplementary rolls are issued every six months to notify changes occurring from time to time. The head-teachership of each school is filled by a teacher in the class corresponding to the classification of the school; but before being appointed to a school of a higher class he must hold the certificate qualifying him for such promotion.

Every teacher knows his exact position on the classified roll, and as every promotion is gazetted he is at once in a position to judge whether anyone has been unfairly placed over his head. A similar system is followed in the case of new appointments, every applicant's name being strictly recorded according to his qualifications in an employment register in the order prescribed by law.

When a vacancy arises it is the duty of the Public Service Board to see that the next qualified candidate on the register is nominated to fill such vacancy.

No new appointment, and no promotion to a higher class may be made, except upon the written request of the permanent head of the Department to the Minister, and then only upon a certificate from the Public Service Board, that such appointment or promotion is required (a provision which applies to the public service generally). All appointments are in the first instance probationary.

Entrance to the lowest branches of the service—the positions of monitors and pupil teachers—is by way of competitive examination, the appointment being given to the candidate showing the most promise as a teacher. A similar course is followed in the case of sewing mistresses.

Pupil teachers are divided into four classes, and are on appointment placed in the fourth class. They have to present themselves at examinations, held annually, and on passing, are promoted successively to the third, second, and first classes. (*See also Supplementary Notes* I. (ii.) (*c*) *and* (*d*).)

The number of State schools on the 31st December, 1896, was 1,883, of which, 1,758 were full-time schools, and 125 part-time schools (each school comprising two branches). Of the 1,758 full-time schools, 69 had branch schools or adjuncts attached to them, such adjuncts being attended by children in the junior classes (Classes I. to III.) only. The total number of localities provided with schools was 2,008. (*For statistics for* 1897 *and* 1898, *see Supplementary Notes* I. (i.).) **Statistics.**

The teachers employed on the 31st December, 1896, numbered 4,497, distributed as shown in the following statement. (*For statistics for* 1897 *and* 1898 *see Supplementary Notes* (*ii.*) (*a*).) :—

Position.	Males.	Females.	Total.
Head Teachers	1,116	437	1,553
Assistants	151	525	676
Relieving Teachers	17	24	41
Unclassified Teachers	73	81	154
Pupil Teachers	348	1,117	1,465
Monitors	55	168	223
Sewing Mistresses	—	385	385
Grand Total	1,760	2,737	4,497

It will be seen that of the total number of teachers about 61 per cent. were females.

The staff to be allotted to each school is fixed by Act of Parliament. **Staffs of Schools.**

In schools with an average attendance of over 50 the head teacher must be a male, but up to that number may be either a

female or male; and a sewing mistress is employed three afternoons in each week in schools over 30 and over 35 respectively, according as the head teacher is a male or a female.

In a school of 50 to 75, the head teacher has the assistance of a sewing mistress (three afternoons per week) and one pupil teacher.

After an attendance of 75 children is reached the sewing mistress is dropped, and assistants, pupil teachers, and (from 250) monitors are added in accordance with a prescribed scale, until an average attendance of 750 to 800 is arrived at. For this the staff allotted consists of a head teacher, six assistants (4 female and 2 male), ten pupil teachers, and three monitors. Thereafter the staff is increased by the addition of pupil teachers and monitors only; that for a school 1,150 to 1,200 being a head teacher, six assistants (4 female and 2 male), eighteen pupil teachers, and four monitors.

Teachers' Examinations.

Particulars of the subjects of the examinations for teachers and pupil teachers are given in Appendices B and C.

The lowest qualification required of an applicant for appointment as head teacher, assistant teacher, or relieving teacher is the "Licence to Teach." Possession of this licence qualifies the holder for appointment to the sixth and lower classes of teachers, but not to any higher class. As, however, the names of such applicants can only be entered in the lower divisions of the Employment Register, their hopes of appointment, as compared with those of candidates who have obtained higher qualifications, are at present very slight.

For classes above the sixth possession of the Certificate of Competency, or of some higher qualification, is required; *e.g.*, the male teacher who desires to obtain promotion to the first class must, in addition to holding this certificate, be classified in first honours under the Department, or must possess a degree of the University of Melbourne, and have passed an examination in the theory and practice of teaching.

Of the 2,270 classified teachers employed in 1896, 1,381 held the Certificate of Competency or some higher qualification; the remaining 889 possessed the Licence to Teach. (*For figures for* 1897 *and* 1898 *see Supplementary Notes* I. (ii.) (*b*).)

Training of Teachers.

Beyond the instruction which head teachers and assistants are required by regulation to give to the monitors and pupil teachers employed in their schools there is not at present any provision for the training of teachers. The subjects of the annual examinations which pupil teachers are required to pass, as a condition of retention and promotion, and monitors permitted to attend, with the inducement of considerable advantage as regards accelerated promotion should they pass and thereafter succeed in obtaining pupil-teachership, include the art and practice of teaching. (Appendix C.)

Partly owing to the need for economy, and partly because the number of trained teachers was then in excess of reduced requirements, the Training Institution was temporarily closed in the year 1894. It is hoped that the Department may shortly be in a position to reopen it. (*See also Supplementary Notes* I. (iii.).)

Payments to Teachers.

The scale of salaries as fixed by Act of Parliament is as follows:—

FIXED SALARIES.

Class.	Male Teachers.		Female Teachers.
	Head.	Assistants.	
First	£239 to £288	None	None
Second	191 to 233	None	£126 to £138
Third	157 to 185	£157 to £164	110 to 122
Fourth	130 to 151	130 to 137	85 to 105
Fifth	96 to 124	96 to 103	74 to 79
Sixth	82 to 89	None	64 to 69
Seventh	£75	None	£60
Eighth	70	£70	56

In addition to their fixed salaries, head teachers and assistants are paid as "Results," an amount not exceeding fifty per cent. of their fixed salaries, such amount being determined by the percentage obtained at the annual examination of their schools.

Male pupil teachers are paid from £20 to £50 per annum, according to their classification: female pupil teachers receive fourth-fifths of the salaries allotted to males. Male monitors are paid £12 and females £10 per annum.

With the exception of the allowance for maintenance expenses (cleaning the school, providing certain requisites, etc.), no additional allowances or bonuses of any kind are granted to teachers in full-time schools. Teachers of part-time schools are paid a small travelling allowance. All teachers have to pay rent when they occupy residences which are the property of the Department.

Fees.

Primary education is entirely free, no fees being charged in any State school except for instruction in "Extra Subjects."

Free meals are not provided for any children.

Course of Instruction.

The course of free instruction prescribed by law includes reading, writing, arithmetic, grammar, geography, drill, singing, drawing, and (where practicable) gymnastics. Lessons on health and temperance are also prescribed for all children over nine years of age, and in needlework for girls. In addition, English history is uniformly taught as part of the reading lessons, and object lessons and lessons in elementary science are given in all, even the smallest schools. A copy of the regulation containing the complete course of free instruction is given in Appendix A.

No special lessons in cookery and domestic economy are at present given in any State schools, nor is there any provision for manual training.

The nature of the requirements of the Department as regards instruction in Military Drill are shown in the prescribed "Course of Drill in Primary Schools."* The cadet detachments there

* This regulation can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, London, S.W.

ntioned form part of a Cadet Force established in connection with State and Private schools. The course in the 1st, 2nd and 3rd class schools includes the use of arms where obtainable. The following table shows the strength of the Cadet Force in connection with State schools for 1896:—

Number of detachments	61
Number of officers	65
Number of boys in uniform	1,684

(*See also Supplementary Notes* I. (iv.)—*Subjects of Instruction.*)

The Act requires that at least two hours before noon and two hours after noon should be devoted uninterruptedly to the subjects of the Course of Free Instruction. As a rule five hours' secular instruction is given on each school day, the minimum time sanctioned by the regulations being four and a half hours.

Standard of Education.

A "certificate of exemption from compulsory attendance" is issued to every child who passes the examination for the "Standard of Education."

Candidates are required

To read fluently from any ordinary book or newspaper a passage not containing any unusual scientific or technical words.

To write neatly in small hand from dictation, with correct spelling, a short passage containing no words of exceptional difficulty.

And to state and work sums in arithmetic up to the four compound rules and reduction inclusive.

Inspection.

The office of Inspector of Schools is classified in the Professional Division of the Public Service, and, when a vacancy occurs, it is filled (unless it be found absolutely necessary to appoint to such vacancy a duly qualified person from outside the Service) by the promotion thereto of the officer who, in the opinion of the Public Service Board, possesses the particular professional qualifications required for the office, and is next entitled by merit, good and diligent conduct, length of service, and relative seniority of such officer, and the nature of the work performed by him. In practice, vacancies of late years have been filled by the advancement of State school teachers holding University degrees, who have shown evidence of possessing the special ability and qualifications required for the position.

Inspectors are divided into three grades, of which the following are the rates of pay fixed by regulation:—

—	Yearly Rate of Pay.	
	Minimum.	Maximum.
First Grade	£425	£500
Second Grade	335	410
Third Grade	250	325

Travelling allowances are also paid, based upon the size and nature of the inspector's district.

For the purposes of inspection, the colony is divided into twenty districts, each district being in charge of an inspector (the district inspector), who reports direct to the Secretary. Each school is visited at least twice in the year, once, without notice, to observe the general working and the methods of instruction adopted, and once, notice being previously given, for a detailed examination in all the subjects of instruction. Pupils over seven years of age are examined individually in the principal subjects, and individually, or in class, at the option of the inspector, in other subjects. To pupils who pass fully in the highest class a certificate, the "Certificate of Merit," is awarded. The issue of these certificates has had much effect in stimulating pupils to try to reach the highest class and obtain the certificates before leaving school.

Payment by Results.

This system is fully dealt with by regulation and in confidential instructions, defining the nature and scope of the tests to be applied and the questions to be asked, issued to inspectors of schools. Every effort is made, it is believed with reasonable success, to exclude the possibility of loss to the teacher through causes beyond his control, and to prevent any harshness in the operation of the system. The percentage upon which the payment to the head teacher and assistants in a school is based is determined by the result of the inspector's examination of the school in the subjects of the free course.

Along with the result system has been combined another principle, that of according a bonus under the name of the "Merit Grant." The maximum sum that may be awarded to a teacher by way of result payment and of merit grant is half the amount of his fixed salary. Of this maximum, only 94 per cent. can be earned upon the examination of his scholars; the remaining 6 per cent. upon the merit shown either at the date of the examination or at any inspection ("surprise" visit) during the preceding twelve months, in the following respects:—

(a) State of premises, furniture, apparatus, and supply of requisites, including their proper care; due economy as regards the free stock.

(b) Arrangement of school work (including time-table), distribution of staff, supervision, classification, discipline, tone and general effectiveness of management.

(c) Style of work at examinations and inspections, progress (as shown by percentage of promotions), presence of a sixth class where practicable, &c.

Assistants participate in the merit grant as well as in the payment for results.

The average percentage of passes for all schools gained during 1896 was 82·3 (during 1895, 81·1), and the average merit grant was 3·8 (for 1895, 3·5); also 44 schools obtained the maximum results (100 per cent.), and 186 schools the full merit grant (6 per cent.), as against 38 schools and 169 schools respectively for 1895. (*For statistics for* 1897 *and* 1898 *see Supplementary Notes* I. (vi.) (*a*).) During the year, 157,694 pupils were presented for examination,

11,346 obtained certificates of being educated up to the Standard, and 1,069 obtained Certificates of Merit. (*For figures for* 1897 *and* 1898 *see Supplementary Notes* I. (vi.) (*b*).)

Compulsion. The law directs that parents of children of not less than six nor more than thirteen years of age shall cause such children, unless there is some reasonable excuse, to attend school forty days in each quarter. If there is no State school which a child can attend within two miles, this is held to be a reasonable excuse in the case of children under nine; if over nine years of age the child must attend if there is a school within two and half miles, and if over twelve if there is one within three miles. That the child is under efficient instruction elsewhere, or has been prevented from attending school from sickness or other unavoidable cause, or has passed the Standard of Education, is also held to be a reasonable excuse for absence.

Fifteen truant officers, at salaries ranging from £150 to £180 per annum according to grade, with allowances for travelling expenses, are employed in the larger towns and their immediate neighbourhood. Their duties are to make personal investigation of each case, to report the result of such investigations to the Secretary, or to the Board of Advice, if that body elects to enforce compulsion in its district, to summon parents before the Justice when so instructed by the Secretary or the Board of Advice as the case may be, and to conduct prosecutions. The Melbourne and Metropolitan truant officers are also required to accost children found loitering in the streets. (*See also Supplementary Notes* I. (vii.) (*a*).)

In the remoter country districts, where no truant officers are employed, the Boards, the teachers, and the police afford assistance in dealing with defaulters. The police are appointed as summoning officers, and the Boards, with the aid of the teachers, make the necessary preliminary inquiries, usually by letter, and report the results to the Secretary, who gives authority for proceedings to be taken.

A fine not exceeding 5s. for a first offence, and 20s. for each succeeding offence, or in default imprisonment for a term not exceeding seven days, may be inflicted.

Apart from the enforcement of the minimum attendance prescribed by law, the encouragement of regular attendance is almost wholly in the hands of the teachers, to whose present interests and future prospects such attendance is of great importance, as affecting the payments made to them and their professional standing. The awarding of reward cards and prizes is among the means adopted by teachers with this object.

During the year 1896, in 111 out of the 358 school districts into which the Colony is divided, the Boards enforced the compulsory clauses of the Act with the assistance of the truant officers; in 171 other districts, the Boards undertook the necessary inquiries and reported to the Secretary; and in the remaining 76 districts all action required was taken by the Department. (*For statistics for* 1897 *and* 1898 *see Supplementary Notes* I. (vii.) (*b*).)

The percentage of defaulters for the year 1896 was 3·84; and the following return shows the number of prosecutions and

convictions during that year. (*For figures for* 1898 *see Supplementary Notes* I. (vii.) (*c*).):—

——	By Department.	By Boards of Advice.	Total.
Prosecutions authorised	2,436	5,398	7,834
Convictions obtained	2,035	4,469	6,504

During the year ended the 30th June, 1897, prosecutions were authorised in the cases of all the children, 475 in number accosted in the streets by truant officers, who were not found to be exempt under the provisions of the Act, and convictions were obtained in 386 of these cases. (*For figures for* 1897–8 *and* 1898–9 *see Supplementary Notes* I. (vii.) (*d*).)

Attendance.

The following statement shows the numbers of day schools, and the numbers of children enrolled and in average attendance, for the year 1872 (the year prior to the coming into force of the present Education Act, when attendance was not compulsory and education was not free), for the year 1892, and for the year 1896. (*For corresponding figures for* 1898 *see Supplementary Notes* I. (viii.) (*b*) *and* (*c*).):—

——	1872	1892	1896
Number of Day Schools in operation	1,048	2,131	1,883
Total number of children enrolled (Gross enrolment) ...	135,962	248,239	235,068
Number of distinct children enrolled (Net enrolment) ...	118,228	213,810	208,542
Average attendance	68,436	141,382	138,1
Percentage of average attendance to—			
Gross enrolment... ...	50·33	56·95	58·76
Net enrolment	57·88	66·12	66·23

The estimated mean population of the Colony in 1872 was 753,198, and in 1896—1,181,751, showing an increase of 56·89 per cent.

Since 1893, children of less than 4½ years of age have not been enrolled. Previous to that time, the minimum age of enrolment was 3 years.

In 1872, there was one night school, with an average attendance of 20 pupils; in 1892, there were 9 such schools, with an average of 482 in all; and in 1896, three schools, with an average of 115. All the pupils in attendance at night schools in the last-mentioned year were over 13 years of age. (*For statistics for* 1898 *see Supplementary Notes* I. (viii.) (*b*) *and* (*e*).)

Of the 208,542 distinct children enrolled as attending day schools in 1896, 15,946, or 7·65 per cent. were under 6 years of age; 159, 981, or 76·71 per cent., were between 6 and 13 years of

FINANCE.

RETURN showing the AMOUNTS expended on INSTRUCTION, ADMINISTRATION, BUILDINGS, 1894-5, 1895-6, 1896-7; and the ANNUAL (*Corresponding Statistics for* 1897-8 *and*

Item.	Expended during 1890-91.	1891-2.	1892-3.	1893-4.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INSTRUCTION—				
Teaching Day Schools—				
Salaries and Allowances of Teachers, Payment on Results	562,224 5 4	571,716 5 6	555,082 19 1	507,589 11 5
Payments for Instruction in Singing, Drawing, Drill, and Gymnastics	17,877 15 1	19,142 12 5	16,158 18 10	1,266 1 0
Travelling Expenses of Teachers	4,673 17 7	4,440 1 6	3,340 2 9	3,201 10 0
Conveyance of Children to State Schools	..	480 19 6	2,136 12 3	2,451 9 5
Books, Stores, Rifle-shooting, and Expenses of Examinations..	4,786 13 7	5,594 1 6	3,924 16 5	2,083 11 1
Maintenance of State Schools (paid to Head Teachers for Cleaning, Stationery, Fuel, &c.)	36,315 2 4	37,158 14 10	33,221 10 5	30,160 10 0
Bonuses for passing Pupil Teachers, and for qualifying Teachers to give Instruction in Singing and Drawing	5,937 12 5	5,842 9 5	5,579 5 8	1,224 14 3
Exhibitions and High School Scholarships	9,973 8 5	9,006 9 9	7,942 11 9	6,024 2 2
Total Cost of Day Schools	641,788 14 9	653,381 14 5	627,386 17 2	554,001 9 4
Teaching Night Schools—				
Salaries, Results, and Maintenance..	1,543 12 8	1,110 16 6	691 2 2	405 18 7
Total Cost of Day and Night Schools combined..	643,332 7 5	654,492 10 11	628,077 19 4	554,407 7 11
Training—				
Salaries (Staff, Visiting Teacher, and Associates) ..	3,003 5 1	2,874 8 4	2,162 2 4	1,634 3 4
Maintenance Expenses of College	144 0 0	144 0 0	144 0 0	75 3 0
Stores, Stationery, &c...	50 0 0	50 0 0	50 0 0	50 0 0
Bonuses for Trainees promoted	401 6 2	463 17 7	434 18 8	323 17 9
Board of Students	3,345 10 6	4,151 10 7	4,262 2 5	1,534 12 5
Purchase of Prizes for Students	5 19 7	53 18 2	40 0 0	39 19 9
Total Cost of Training	6,950 1 4	7,737 14 8	7,093 8 5	3,657 16 3
Total Cost of Instruction	650,282 8 9	662,230 5 7	635,171 2 9	558,065 4 2
ADMINISTRATION—				
Salaries and Expenses of Office and Inspectoral Staffs..	37,261 10 11	37,078 12 9	34,961 14 6	30,811 11 0
" " Truant Officers	9,487 16 8	9,568 8 3	8,912 2 5	5,969 3 9
Stores (Incidental Expenses, Office Requisites, Cleaning, &c.)	2,155 4 1	2,251 3 11	1,397 16 3	1,272 18 4
Boards of Advice Elections and Clerical Assistance to Council of Boards of Advice	481 0 5	142 11 4	111 15 2	297 16 2
Total Cost of Administration	49,385 12 1	49,040 16 8	45,383 8 4	38,351 9 3
BUILDINGS—				
Expended by Boards of Advice on School Buildings ..	6,326 12 7	6,786 6 10	2,991 7 4	2,071 5 3
" Public Works Department on Buildings and Maintenance, &c.	101,367 14 11	54,319 4 2	22,403 1 4	4,802 17 9
Rents of Buildings used for School purposes	4,614 16 11	4,064 7 3	2,877 15 8	2,055 19 10
Total Cost of Buildings	112,309 4 5	65,169 18 3	28,272 4 4	8,930 2 10
Total Cost of Instruction, Administration, and Buildings	811,977 5 3	776,441 0 1	708,826 15 5	605,346 16 3
MISCELLANEOUS ITEMS—				
Retiring Allowances, Compensation, and Gratuities ..	33,325 6 0	38,278 0 9	43,151 7 6	50,536 1 0
Awards and Costs, Refunds, &c.	263 18 10	11 10 10	..	..
Technical Schools	38,613 1 6	29,316 6 5	17,065 3 11	10,843 6 6
Melbourne University	12,500 0 0	11,750 0 0	6,750 0 0	4,750 0 0
Total Cost of Miscellaneous Items	84,702 6 4	79,355 18 0	66,966 11 5	66,129 7 6
Total Expenditure for the Year	896,679 11 7	855,796 18 1	775,793 6 10	671,476 3 9

and **Miscellaneous Items during the Financial Years 1890-1, 1891-2, 1892-3, 1893-4**
Cost of each Child in average attendance.
1898–9, *see Supplementary Notes* I. (ix.).)

the Year.			Cost per Annum of each Child in Average Attendance.						
1894-5.	1895-6.	1896-7.	1890-1.	1891-2.	1892-3.	1893-4.	1894-5.	1895-6.	1896-7.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ d.	£ s. d.	£ s. d.
466,537 7 0	440,882 10 3	438,370 5 5	..		..	..		..	..
10 16 7	..	31 8 0	..	..	..	..	..	..	..
2,020 11 0	1,989 3 11	1,960 13 9	..	..	..	..	..	..	..
2,974 2 1	2,003 5 0	1,906 4 0	..	..	..	..	..	..	..
1,370 10 2	1,973 9 3	3,137 5 8	..	..	..	..	..	..	..
29,241 1 3	29,201 9 8	29,662 5 11	..	..	..	..	..	..	..
14 1 10	50 0 0								
4,056 4 7	2,429 3 11	1,457 1 0	..	..	..	..	..	..	..
506,230 14 6	478,619 2 0	476,525 4 7	4 13 6	4 13 2½	4 9 11½	4 6 11	3 15 10¾	3 10 4½	3 7 9½
296 18 0	224 19 2	213 9 6	1 11 9	1 10 2½	1 10 8½	1 13 8	1 8 11⅓	1 13 3¾	1 13 10¼
506,527 12 6	478,844 1 2	476,738 14 1	4 13 0¾	4 12 10⅓	4 9 9¼	4 6 9¾	3 15 9¾	3 10 4	3 7 9
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	..	..	..	..	..	..	..
..	..	..	0 1 0	0 1 1	0 1 0	0 0 6¾	..	..	..
506,527 12 6	478,844 1 2	476,738 14 1	4 14 0¾	4 13 11½	4 10 9½	4 7 4½	3 15 9¾	3 10 4	3 7 9
26,171 9 9	25,640 2 10	25,749 3 11	..	..	..	..	..	..	..
3,455 12 2	3,198 13 11	3,193 9 11¼	..	..	..	..	..	..	..
1,027 15 9	745 4 10	737 5 11	..	..	..	..	..	.	..
43 19 11	6 4 6	291 1 2	..	..	..	..	..	..	..
30,698 17 7	29,590 6 1	29,971 0 11	0 7 1½	0 6 11½	0 6 5¾	0 6 0	0 4 7	0 4 4	0 4 3
2,003 16 7	2,289 17 7	2,202 9 4	..	..	..	..	..	..	..
2,838 19 11	5,929 17 4	6,999 19 8	..	..	.	..	..	..	..
1,808 5 8	1,713 0 8	1,694 11 0	..	..	.	..	..	..	..
6,651 2 2	9,932 15 7	10,897 0 0	0 16 2¾	0 9 2¾	0 4 0¼	0 1 4¾	0 1 0	0 1 5½	0 1 6½
543,877 12 3	518,367 2 10	517,606 15 0	5 17 5½	5 10 2	5 1 3¾	4 14 9½	4 1 4¾	3 16 1½	3 13 6¾
83,758 4 11	78,416 13 6	76,562 9 4							
3 17 2	..	0 10 0							
11,978 18 3	14,778 4 2	11,999 19 10							
4,750 0 0	3,250 0 0	3,250 0 0							
100,491 0 4	96,489 17 8	91,812 19 2							
644,368 12 7	614,807 0 6	609,419 14 2							

age; 32,615, or 15·64 per cent., were over 13 years of age. (*For figures for 1897 and 1898 see Supplementary Notes I. (viii.) (e).*)

It should be observed that the computations of the cost per child given in the above return do not include the interest on the amounts expended upon the erection and purchase of buildings, which amounts have been provided by way of loans or out of the consolidated revenue. The total amount expended under this head for the period from the 1st January, 1872, to the 30th June, 1891, is estimated at £1,500,000, and this estimate has not been increased by any expenditure undertaken since the latter date. Adding interest at the rate of four per cent. per annum to the expenditures for 1890-1 and 1896-7 respectively, the resulting cost per child will be:—

For 1890-1 ... ... £6 5s. 3½d.

(Average attendance, Day and Night schools, for 1890-1, 139,184.)

For 1896-7 ... ... £4 2s. 1d.

(Average attendance, Day and Night schools, for 1896-7, 140,730.)

The amounts expended under the item "Buildings" are at present abnormally low.

The large increase under the item "Retiring Allowances, Compensation and Gratuities" is due to the number of cases in which, on account of the necessity for retrenchment in the expenditure, the services of officers and teachers entitled to payments of this nature had to be dispensed with. The expenditure under this head will, however, in the near future, gradually decrease, and will eventually cease, through the operation of an Act of Parliament passed in December, 1881, which abolished all pensions, compensation, &c., in the case of persons entering the service after the passing of that Act; and it is now required by the law that every officer or teacher appointed shall get his life insured at his own cost with some company carrying on business in Victoria.

The following statement shows the amount paid into the general revenue by the Department for the year ended the 30th June, 1897:—(*For corresponding statement for the year ended 30th June, 1899, see Supplementary Notes I. (ix.).*)

	£	s.	d.
1. Fines	27	5	0
2. Fines under the compulsory clause for 1896 ...	1,124	11	0
3. Rents	602	0	11
4. Sale of Departmental Publications	3,435	16	9
5. Miscellaneous	783	19	2
Total	£5,973	12	10

None of this revenue is applied to reduce the annual expenditure of the Department.

Religious* Instruction. The law directs that no State school teacher shall give any

* Since the above paragraphs were written a Royal Commission has reported on "what Religious Instruction should be given in the State Schools of Victoria." Extracts from the Report will be found below:—Supplementary Notes III.

other than secular instruction in any State school building; but it assigns as one of the duties of Boards of Advice "to direct with "the approval of the Minister what use shall be made of school "buildings after the children are dismissed from school or on "days when no school is held therein," and, under this provision, religious instruction can be given on school days (though not by the teacher) *after* the ordinary school hours. Further the regulations provide that when such instruction is given the school is to be closed, *i.e.*, the secular instruction is to terminate, not later than 3.30 p.m.

Organized efforts made by Protestant denominations, in some of the large centres of population, to provide religious instruction at the time permitted, have recently been fairly successful.

The question of religious instruction in connection with the State school system formed one of the subjects inquired into by the Royal Commission appointed in November, 1881. The Commissioners, in their final report dated June, 1884, were evenly divided respecting the recommendation in this matter. In the report of those opposed to any concession the following words occur:—

"In any general system of education supported by the State, it "is obvious that only such subjects should be taught as are accept- "able to the great mass of the people. In this respect, it is a "great tribute to our State school system to find that the wit- "nesses who are most opposed to it as a system have no fault to "find with the subjects taught; their objection is that something "they desire is not taught, namely, the particular doctrines of "their own church. In other words, their objection cuts at the "root of any general system of State education; and as the only "way of meeting that objection would be to recognise denomina- "tional schools as entitled to aid from the State, we are unable to "make any recommendation . . . . on the subject."

Neglected Children and Reformatory Schools.

On the 31st December, 1896, the number of wards of the Neglected Children's and Reformatory Departments was 2,405 Of these 184 were in the Reformatory schools, 135 in the Neglected Children's schools, and 2,089 were boarded out. In the schools, in addition to the usual primary education, religious instruction and industrial training receive special attention. For instance, female wards of twelve years of age and upwards are taught the duties of domestic servants and seamstresses, and, as far as practicable, the use of the sewing machine.

The most important provision for dealing with the wards of this department is the boarding out system. Under this system, neglected children are placed in the charge of foster parents, subject to the supervision of a local visiting committee, and payment is made for each child at the rate of 5s. per week between the age of one year and the age at which attendance at school ceases to be compulsory. The regulations dealing with the system are strict and definite, and one of them provides that foster children must attend school twice on every school day, except that in the case of foster children over twelve years of age, who have reached the fourth standard (i.e., have passed fully in the subjects of examination for the fourth class in State schools), such attendance only as is required by the Education Act may be author-

ised by the visiting committee. The only difference therefore between foster children and other children taught in the State schools is that the former are subjected to stricter requirements as regards attendance.

Defective Children.

Provision for the instruction of the defective children is made in the Idiot Asylum attached to one of the large hospitals for the insane. There are at present 207 children in this asylum. The staff consists of one male and one female teacher, and nine male and nine female attendants. The weekly cost is about 8s. 8d. per child.

The children are taught simple Kindergarten work, including singing and drill. The girls help in laundry and house work. The boys work in the garden and workshop. They are taught to make doormats and baskets and to repair boots and clothing. Considering the mental condition of the children the result is satisfactory.

II. Education in Institutions Receiving Aid from the State.

(a.) *The Royal Victorian Institute for the Blind.*

Education of the Blind.

This Institute was established in 1867, and is supported by private subscriptions and by a Government grant, the amount of which for the year ended the 30th June, 1897, was £2,000. Its annual expenditure is from £4,500 to £5,000, and its management is vested in a Board of twelve members, of which His Excellency the Governor of the Colony is the president.

The object of the Institute is to give an ordinary education to the blind children of the Colony and to subsequently train them in some trade or profession by means of which they may support themselves. The curriculum of the school is the same as that of the State schools, carried, however, only as far as the fifth class at present, and the means used to enable the blind to read, write, etc., are the same as those commonly used in such institutions. Girls are also taught wool-work, and boys, netting. The annual examinations of the school are conducted by inspectors from the Education Department. At the examination held in December, 1897, the percentage gained was 90, four pupils passed for the certificate of being educated up to the standard, and the inspector's report showed that the school was in an efficient state in all respects.

Music is extensively taught on the "Braille" system, primarily as an elevating occupation for spare time, and in cases where special aptitude is shown pupils are trained for the musical profession. Piano-tuning is also taught to a few musical pupils. The trades taught are basket, mat, and brush making, the weaving of cocoa-matting, and net-making.

On the 30th June, 1897, there were 52 inmates of the Institute, 2 day-pupils and 37 non-resident workers, journeymen, etc., making 91 in all, of whom 52 were males and 39 females.

(b.) *Victorian Deaf and Dumb Institution.*

Education of the Deaf and Dumb.

The Government grant in aid of this Institution, which was founded in the year 1862, was, for the year ended the 30th June

1897, the sum of £800; the income of the Institution from endowments amounted to £567, and its receipts from private subscriptions and other sources, to £1,535, making a total income for the year of £2,902. The expenditure for the same year was £3,368. The business of the Institution is conducted by a Board of Management consisting of twelve members elected from the life members and annual subscribers.

The general system under which the school is carried on is known as the "Combined System." Both the manual and the oral methods are used. The ends aimed at are the mental development of the pupils and the mastery of the English language. Every effort is made to educate the children by speech and lip-reading, and each child on entering the school is placed in the oral department. After a probation of from six to twelve months, should the pupil be considered incapable of receiving instruction by this method, a transfer is made to the manual department. All the branches of ordinary primary education are taught, and considerable attention is devoted to Kindergarten work. In addition, several of the boys are receiving regular instruction in boot making, carpentry and garden work; and the girls are taught household duties, laundry work, sewing, knitting, etc. Physical culture is also attended to. There is a well-equipped gymnasium in connection with the establishment, and regular instruction is given weekly to both boys and girls. The children are supposed to enter school at the age of seven years, and they remain at school for from eight to ten years.

The school was visited in November, 1897, by an inspector from the Education Department, in accordance with the practice which has obtained for some years, and his report as to the teaching, discipline and management of the school generally was of a decidedly favourable character.

There are at present 44 pupils in the oral department of the Institution and 22 in the manual school, all resident.

III. Non-State-Aided Primary Education.

In the centres of population there are a number of schools supported by persons, who, for social or other reasons, prefer them to the State schools. Not a few of these are on the Kindergarten system, and are especially valuable to young children. The lower forms, too, in establishments of the grammar school type, especially in those connected with the leading religious bodies, may be regarded as imparting a sound primary education. But between these two types there is a large number of schools of uncertain quality. Some of them, no doubt, are doing useful work, but it is to be feared that the same cannot be said of many of them. They are private ventures, undertaken, in many cases, by persons who, driven to make a living by untoward circumstances, have resorted to school-keeping, as requiring little capital, and as also not requiring, in their opinion, special qualifications. The number of these ventures is, in many places, producing a competition both ruinous

to the teachers and the reverse of beneficial to the pupils. The desire to gain scholars leads to unremunerative fees, and the distribution of the pupils among a multitude of small schools renders impossible that efficiency which would be secured by the better classification and superior teaching ability obtainable in a large school. The necessity of providing some remedy for this state of things is recognised. One remedy would be the passing of a law that all teachers should be required to hold a qualification recognised as sufficient by the State. Another would be the inspection of private schools by the State and the publication of the result of such inspection. Either of these measures would inevitably lead to a diminution in the number and an improvement in the character of private schools.

During the year 1896 the number of private schools in operation was 939, and the net enrolment of scholars thereat was 46,467. (*For figures for* 1897 and 1898 *see Supplementary Notes* I. (xii.).) Except in the case of the Roman Catholic schools there is no means of ascertaining, at present, which of these private schools are devoted to primary education alone.

As regards the Roman Catholic primary schools, the authorities of that church have their own independent organisation, and make every provision for the establishment, carrying on an inspection of their schools out of the fees received from the parents and amounts privately subscribed. At the close of the year 112 primary schools were in operation, with 18,743 pupils and 419 teachers. The inspector employed by the Church authorities, from whose report the foregoing figures have been taken, examined 105 of the schools, and the average percentage awarded to 73 of them was over 89.

IV. Secondary Education.

There is no public system of secondary education in the Colony of Victoria, nor is there any high school established or assisted by the State. The provision of secondary education, and all arrangements in regard to it, are left to private enterprise, or endowments under the control of religious or other bodies, except in so far as the subjects of such education come within the range of those provided for in the Technical schools, or are taught, for fees, under the head of "Extra Subjects," in the State schools, by the ordinary teachers employed in such schools.

From 1871 to December, 1892, there were exhibitions or scholarships granted by the State to the cleverest pupils of the State primary schools, to enable them to proceed first to approved secondary schools and then to the University. Since 1892, owing to the necessity for retrenchment, the State has discontinued to offer scholarships; but the principals of private high schools have, to some extent, taken the place of the State in offering scholarships in their schools to the competition of pupils from State schools alone, or of pupils of those schools as well as from private schools. The number thus offered for competition in December, 1896, was 113, of which 70 were open to State school pupils alone, and the rest to them in common with others. (*See also Supplementary Notes* I. (xiii.).) The Department still continues to

offer exhibitions, not more than twenty annually, for competition amongst the holders of scholarships gained as State schools pupils. These exhibitions are each of the annual value of £40, tenable for four years at the University of Melbourne, upon certain conditions as to attendance at lectures and the passing of examinations.

The fees for instruction in "Extra Subjects" to be charged by teachers in State schools are fixed by regulation and range from 3d. per week for Bookkeeping or Mensuration to 1s. for Latin, French, or German. A percentage of the fees received, not exceeding five per cent., is appropriated for payment by results, the question of whether the teacher be permitted to retain all or any part of this percentage depending upon the inspector's report upon the instruction. Extra subjects were taught during 1896 in 128 State Schools and the total of the fees paid was £1,779 15s. 5d. The instruction given is reported to be of a satisfactory character. (*See also Supplementary Notes* I. (v.), *Extra Subjects.*)

V. Technical Schools, Schools of Mines and Agricultural Colleges.*

Technical Schools and Schools of Mines.

The sciences and arts helpful to mining have, from an early period, received at the hands of the Government of the Colony that fostering care which the national importance of the industry warranted. Schools of mines were established and their maintenance aided with liberal grants from the public funds. The principal of these were the institutions provided for the great mining centres, Ballarat and Bendigo. In the year 1889, a Commission sat to inquire into the question of extending technical education in the Colony. Its report, while adverse to the introduction of special manual training into the State schools,recommended further State encouragement to technical schools. After the Commission had furnished its report, the schools named and others of a similar character were put upon a wider basis and furnished with a more comprehensive and a more systematic curriculum of studies. There are now eighteen schools in operation in the Colony. The subjects taught are divided into science, art, and trade subjects. In one of the schools, science subjects only are taught, in six, art subjects only, in six, science and art subjects, and in the remaining five, science, art and trade subjects. The sciences connected with mining receive special attention at most of the schools. (*Cp. Supplementary Notes* I. (xiv.) (*b.*).) Each school is under the control and management of, a local committee chosen by the subscribers, the Government reserving to itself the right to appoint one or more representatives. Fees are paid by students for tuition in each subject, and, in addition, a certain sum is allotted annually to each school by the Government as a grant for maintenance, based upon the size, importance and efficiency of the school, and subject to the provisions specified in the regulations for technical schools. Amongst other things it is provided that the schools

* A Royal Commission on Technical Education was appointed 20th June, 1899. Extracts from the Progress Reports of the Commissioners will be found below, Supplementary Notes II.

shall be open to inspection by any officer appointed for the purpose by the Minister; that approval shall be obtained for the appointment of every teacher of a subsidised subject; and that the course of study shall be that defined by a syllabus issued by the Department. Grants are also made upon requisition for buildings, furniture and apparatus. Examinations are held at the close of each year by an independant staff of examiners appointed by the Education Department, and certificates are issued to the successful students. In 1896, 3,181 students attending technical schools presented themselves for examination in the various subjects, of whom 217 passed with honours (science), with credit (trade), and excellent (art subjects), while 1,150 succeeded in obtaining the simple pass. Bearing in mind that the examination is open without entrance fee to all students whether they have been under tuition for a long or a short time, these results are considered satisfactory, though the actual percentage of passes obtained to candidates examined is only 43. The amount of the vote for technical schools for the year ended the 30th June 1897 was £11,999 19s. 10d. (*For figures for* 1897 *and* 1898 *see Supplementary Notes* I. (xiv.) (*c*).)

Agricultural Colleges.

There are two agricultural colleges in Victoria, one at Dookie and the other at Longerenong. There is also a school of horticulture at Richmond, a suburb of Melbourne. These institutions are for the training of young men in the theory and practice of agriculture, horticulture, and viticulture. They are under State control, but their advantages are not free. The fees, however, are moderate.

VI. University Education.

The Melbourne University.

The University of Melbourne was incorporated and endowed by a Bill introduced into the Legislative Council of the Colony in the year 1853, which became law on the 9th February of that year. The preparation of buildings and the procuring of professors took place as fast as circumstances permitted. The University commenced work with 3 professors and 16 students, admitted without examination, on the 13th April, 1855. The following facts will show the progress which has been made. At the matriculation examinations held November, 1896, and May, 1897, there were 1,310 candidates, of whom 471 passed. During the year 1896, the students attending lectures numbered 666, of whom 199 were women. Up to April, 1897, the number of degrees conferred was 2,529. The teaching staff consists of 14 professors, 17 lecturers, 5 assistant lecturers and demonstrators, and 14 demonstrators. The income of the University for the year ended the 31st January, 1897, was £28,974, made up as follows:—Annual endowment from the Government, £9,000; increased grant from the Government, £3,250; fees, £15,358; other sources, such as interest on bequests invested, £1,366. (*See also Supplementary Notes* I. (xv.) (*a*).)

The twenty exhibitions, each of the annual value of £40, offered by the Education Department, enable the best of the holders of scholarships gained by them as State school pupils to study four years at the University. Exhibitioners who are candidates for a

degree in Laws or Medicine may, under certain circumstances, enjoy their exhibitions for five years.

One privilege is specifically conferred by regulations of the Council of the University, upon State school teachers holding the Certificate of Competency under the Department. They are, upon the recommendation of the Minister of Public Instruction in each case, permitted to present themselves, on payment of a reduced fee, at any annual examination to be examined in all or any of the subjects prescribed for the degree of Bachelor of Arts. Should a teacher, however, desire to become a candidate for a degree, he has to pay such fees as with the fees already paid by him make up the ordinary payment.

(*See also Supplementary Notes* I. (xv.) (*b*).)

University Extension.

The University Extension Movement, on similar lines to that in connection with English Universities, was initiated in this Colony a few years ago and has met with considerable success. The Education Department has recently been in correspondence with the University Extension Board in regard to a proposal made by that body to establish a centre for the delivery of lectures on the History and Practice of Education.

A. J. Peacock,
Minister of Public Instruction for the Colony of Victoria.

Education Department, Melbourne,
12th May, 1898.

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.:—Recent reports of the Minister of Public Instruction for Victoria; the full text of the following acts of the Victorian Parliament: the Education Act, 1890; the Public Service Act, 1890; the Teachers' Salaries Act, 1893; the Teachers Act, 1893; the Teachers Act, 1895; the Teachers Act, 1898; and the Teachers Act, 1900; the Regulations under the Education Act, 1890; the Public Service Act, 1890, and the Teachers Act, 1893, together with the Programme of Instruction in Singing in Primary Schools, the Course of Drill and the Course of Needlework Drill in Primary Schools; the Regulations for, and General Syllabus of Instruction and Examinations in the Victorian Technical Schools; Returns of the Committee of Classifiers under Sections 77 and 78 of the Public Service Act, 1890, dated respectively Dec. 24 and June 30, 1897; Circular relative to Scholarships, dated July 1, 1897; specimens of the "School Paper" issued under the authority of the Education Department, Victoria; of the Australian Copy-books and of the Primer printed for the Victorian Education Department; and other documents relating to Education in Victoria.

APPENDIX A.

THE COURSE OF FREE INSTRUCTION.*

Class I.

(The average age of scholars presented for *individual* examination should not exceed eight years.)

Reading and Spelling.—Reading tablets, the First and Second Australian Primers, and the Introductory Reader, or approved equivalents.

Recitation.—Approved poems, at least 150 lines.

* From "Regulations under the Education Act, 1890, and the Public Service Act, 1890, and the Teachers Act, 1893."

Writing.—To be learning to form on slates small letters, short words, and capitals from copies on the black-board and from dictation; the elder and more advanced children to be learning to write in copy-books with pen or pencil, as in Australian Copy-books, Set A 1, or approved equivalent; and to transcribe on slates.

Arithmetic.—To be learning to count up to 100; to read and write numbers up to 100; oral addition and subtraction of numbers each less than 11.

General Lessons.—Object lessons, and lessons on common facts such as—

(*a*) Familiar objects of the home and the school-room, *e.g.*, table, window, fireplace, loaf of bread, cup of tea, a clock, telling the time.

(*b*) Such animals as are mentioned in the Reading Books.

(*c*) Form and colour, days of the week, &c.

And, where practicable, appropriate and varied occupations (*e.g.*, Kindergarten work).

*Needlework.**—Needle drill, placing a hem, learning to hem, fastening a new thread on. Boys, where practicable, to have instruction in this subject.

Singing.†—Infant-school songs. In addition to regular lessons suitable school songs should be sung at changes in class.

Drawing.‡—Suitable exercises on slate or paper, plain, or ruled as for Kindergarten work.

Marching, Disciplinary,† *and Physical Exercises.*†

CLASS II.

(Average age of scholars should not exceed nine years.)

Reading, Spelling and Explanation. — The Second Royal Reader, or approved equivalent.

Recitation.—Poetry from the Reading Book, at least 150 lines.

Writing.—Short words in copy-books, as in Australian Copy-books, Set A 2, or approved equivalent; copying on slates, in manuscript, sentences from the Reading Book; and writing on slates from copies set on the black-board.

Arithmetic.—Numeration and notation of numbers less than 10,000; simple addition, subtraction of numbers not higher than 100,000, and the multiplication table.

Mental Arithmetic.—Easy exercises in the addition, subtraction, and multiplication of abstract and concrete numbers.

Geography.—Explanation of a map and of simple geographical terms: geography of the locality; and to point out on a map the continents, oceans, and larger seas.

General Lessons.—Object lessons. Twelve to be given on natural and manufactured products from prepared notes.

Needlework.—Hemming (including beginning a hem), placing a fell, learning to seam, knitting-pin drill. Boys, where practicable, to have instruction in this subject.

Singing.—Easy school songs.

Drawing.‡—As for Class I., but work to be of better quality.

Drill.—Class Drill, including the Physical Exercises.†

CLASS III.

(Average age should not exceed ten years and six months.)

Reading, Spelling and Explanation.—The Third Royal Reader, or approved equivalent. From 1st February, 1896, until further notice, the *School Paper* will be used instead of the Reader.

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* The full course of instruction in needlework is given in an Appendix to the Regulations mentioned above, which can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

† The courses of instruction in Singing and Drill are given in an Appendix to the Regulations mentioned above, which can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall London, S.W.

‡ See General Note (*g*) below.

Recitation.—Poetry from the Reading Book or *School Paper*, at least 150 lines.

Dictation and Composition.—Dictation from the Reading Book or *School Paper.*

Composition : To form simple sentences.

Writing.—In copy-books, text or half-text or small hand, with capitals, as in Australian Copy-books, Set B 1, 2, and 3, or approved equivalent.

Arithmetic.—Numeration and notation; the four simple rules and the money tables ; compound addition and subtraction of money.

Mental Arithmetic.—Easy exercises in the four simple rules, and calculations involved in such simple money transactions as come under a child's notice.

Grammar.—To distinguish nouns, verbs, adjectives, and personal pronouns in easy sentences, abstract nouns not being required.

Geography.—Definitions ; the principal physical features and the chief towns of Victoria ; the principal inlets, straits, islands, peninsulas, and capes of Australasia as indicated in lists supplied by the Department ; the relative positions of the Australasian Colonies, and their capitals.

General Lessons.—Object lessons. Twelve should be given on natural and manufactured products from prepared notes.

Needlework (for Girls).—Hemming and seaming : casting on and knitting with two needles, plain and purled (ribbed) ; stitching on coarse material (*e.g.* forfar).

Singing.—Theory.

Practice.

*Drawing.**—Freehand : Forms based on straight lines and circular curves ;

Practical Geometry : Applied Geometry with instruments.

Drill.—Class Drill, including the Physical Exercises, and, where practicable, Military Drill, viz., Squad Drill with intervals, in single rank, and in two ranks.

Gymnastics (where practicable).—The free exercises, marching, running, and jumping, and climbing ropes and poles.

Class IV.

(Average age should not exceed twelve years.)

Reading, Spelling and Explanation, and History.—The Fourth Royal Reader, or approved equivalent.

Recitation.—Poetry or Prose from the Reading Book, at least 150 lines.

Dictation and Composition.—Dictation from the Reading Book.

Composition : To form sentences, embodying selected words or phrases ; other elementary exercises.

Writing.—In copy-books, small hand ; simple commercial forms, including receipts, accounts current, and bills of parcels, with proper headings, as in Australian Copy-books, Set C 1, 2, and 3, or approved equivalent.

Arithmetic.—Numeration and notation ; the simple and compound rules, including exercises in the ordinary weights and measures, reduction, and bills of parcels ; simple practice.

Mental Arithmetic.—(*a*) Easy exercises in all the rules under arithmetic in this class. (*b*) Exercises familiarizing the children with the nature of the fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. (*c*) Rules 1, 3, 5, 7 in the section on Mental Arithmetic in the First Book of Arithmetic (Irish National Board's).

Grammar.—The parts of speech ; inflexions of nouns and adjectives ; to analyze simple sentences.

Geography.—The outlines of the descriptive geography of Australasia as indicated in lists supplied by the Department ; the positions of the chief British possessions and their capitals ; the principal islands of the world ; the relative positions and the capitals of the countries of the world.

General Lessons.†—Form and motions of the earth, causes of day and night, lever, spirit-level, and pump. Lessons should be given from prepared notes.

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* See General Note (*g*) below. † See General Note (*e*) below.

Needlework (for Girls).— Hemming, seaming, knitting (including turning the heel of a stocking and six rows further), stitching, and darning. Sewing a string on.

Singing.—Theory ; practice.

*Drawing.**—Freehand : Form based on elliptical, spiral, and reflex curves. Comparative strength of lines and drawing from simple objects of one plane.

Practical Geometry : Applied Geometry with instruments. Simple scales, and drawing simple figures to scale.

Drill.—Class Drill, including the Physical Exercises, and, where practicable, Military Drill, viz., Squad Drill and Company Drill.

Gymnastics (where practicable).—As prescribed for the Third Class ; and vaulting, exercises on the rings, round swing, and horizontal ladder.

Class V.

(Average age should not exceed thirteen years six months.)

Reading, Spelling and Explanation, and History.—The Fifth Royal Reader, or approved equivalent.

Recitation.—Poetry or Prose from the Reading Book, at least 150 lines.

Dictation and Composition.—Dictation from the Reading Book. Composition : Easy exercises, including letter-writing. The exercises should be such as the reproduction of general lessons, or of short stories, and expanding short notes into sentences. Books to be kept showing these exercises.

Writing.—In copy-books, running hand. Commercial forms of a more advanced character than for Fourth Class, to include accounts current, other accounts, and invoices, &c. Australian Copy-books, Set D 1, 2, and 3, or approved equivalent.

Arithmetic.—That prescribed for the Fourth Class ; the meaning and notation of a vulgar fraction and a decimal, vulgar fractions, addition and subtraction of decimal fractions, practice, simple proportion, easy examples in simple interest, and the calculation of the area and sides of rectangular figures.

Mental Arithmetic.—(*a*) Easy exercises in all the rules under arithmetic in this class. (*b*) As in (*c*) Class IV., and in addition Rules 2, 4, 8, 13, 15, 18, 19.

Grammar.—Analysis of complex sentences (detailed analysis required) ; full parsing of easy sentences.

Geography.—Descriptive geography of Europe and the British Empire as indicated in lists supplied by the Department, with a special knowledge of the Australasian Colonies ; explanation of the lines marking latitude and longitude and zones on a map of the world.

General Lessons.†—The work of Class IV., and in addition the causes of the seasons, the atmosphere and its phenomena (winds, rain, &c.), thermometer, barometer, siphon, wheel and axle.

Needlework (for Girls).—To hem, seam, darn, work button-holes, gather, to knit stockings, and to commence patching.

Singing.‡—Theory ; practice.

Drawing.§—Freehand : Form based on the same elementary curves as for Class IV., but in more difficult combinations. Drawing from simple objects.

Practical Geometry : Applied Geometry with instruments. Bisections, perpendiculars, angles, parallels, division of lines into parts, proportionals greater or less. Construction of triangles and four-sided figures, circles, inscription and description of figures ; simple applications. Drawing to scale.

Drill.—As for the Fourth Class.

Gymnastics (where practicable).—The exercises prescribed for the lower classes ; rod exercises, and exercises on the horizontal bar and slanting ladder.

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* See General Note (*g*) below. † See General Note (*e*) below.
‡ See General Note (*f*) below. § See General Note (*g*) below.

Class VI.

Reading, Spelling and Explanation, and History.—The Sixth Royal Reader, or approved equivalent.

Recitation.—Poetry or Prose from the Reading Book, at least 150 lines.

Dictation and Composition.—Dictation from the Reading Book. Composition: More advanced exercises, such as—To state in a short and simple form the substance of a narrative; letter-writing. Pupils to keep books showing exercises in composition and letter-writing.

Writing.—Running hand. Exercise books containing running hand will be accepted. Commercial forms. Australian Copy-books, Set D 2 and 3, or approved equivalent

Arithmetic.—To vulgar and decimal fractions, compound proportion, interest, and square root; the calculation of the area and sides of right-angled triangles, and of the diameter, circumference, and area of circles, and of the contents and dimensions of rectangular and of cylindrical solids. Less difficult examples in mensuration will be set to pupils who are being examined for the first time in the class, or who are not candidates for a Certificate of Merit, than to those who are examined for the second time in the class or are presented for a Certificate of Merit.

Mental Arithmetic—(*a*) Exercises in all the rules under arithmetic in this class. (*b*) As in (*b*) in Class V., the exercises to be of a more advanced character.

Grammar.—Full parsing; analysis (classification and relation of sentences to be given); the structure of words; roots (as in the list prescribed) prefixes and affixes with their meanings and the language from which they are derived; the rules of syntax and their application.

Geography.—That prescribed for the Fifth Class in greater detail, and the descriptive geography of Asia, Africa, America, the United States, and British North America, as in list prescribed.

*General Lessons.**—The organs of respiration and digestion; the properties of liquids, solids, and gases; the simpler phenomena of heat; the pulley, the inclined plane, and one of the following:—Steam-engine, coal gas and its uses, evaporation and freezing processes, electric telegraph, the extraction of gold, or approved equivalent subject. Lessons on each subject specified to be given from prepared notes.

Needlework (for Girls).—To cut out, put work together, and do all kinds of needlework, including patching. Fine stitching not required.

Singing.—As for the Fifth Class.

Drawing.†—Freehand: Drawing from copies and from objects. Practical Geometry: Applied Geometry with instruments. Plans and elevations of points, lines, simple solids, and sections.

Drill.—As for the Fifth Class.

Gymnastics.—As for the Fifth Class.

General Notes.

(*a*) *History.*—Outlines of history in the Reading Books of Fourth, Fifth, and Sixth Classes should be supplemented by teachers with information from the *Empire* or equivalent. In all schools where there is not a separate teacher for each of these classes, they may be grouped for instruction in history, may take the same work (Fourth Class work one year, Fifth Class work the next year, and so on), and be examined as a group.

(*b*) *Recitation.*—Care should be taken that such explanation is given as will enable pupils to understand and repeat intelligently the passages committed to memory. A list of the selections taught in each class should be kept for the Inspector.

(*c*) *Arithmetic.*—The Principles should be fully taught and explained, and from the earliest stages examples illustrating the practical application of the rules prescribed must be given.

In the Third Class problems involving more than one operation will not be required.

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* See General Note (*e*) below. † See General Note (*g*) below.

In the Fourth Class problems involving more than two operations will not be required.

Exercises under the head of "proportion" may be worked by the unitary method. Cube root will not be required.

The tables to be learnt should be those contained in the Arithmetical Table Book in the Department's list of books and requisites.

(*d*) *Geography.*—In teaching geography of the locality in Class II., the creeks, mountains, townships, &c., within an easy radius of the school, or that may be seen from any hill near it, should be given. A map showing this information should be provided, and should be left in school by teachers when transferred.

In Class III. the physical features of Victoria should comprise its mountains, rivers, lakes, inlets, capes, and peninsulas.

In Classes IV., V., and VI., by the descriptive geography of a country is to be understood such a description of its physical features, its natural productions, and its inhabitants as is usually found in any good text-book.

(*e*) *General Lessons.*—In Fourth, Fifth, Sixth, and Seventh class schools the Fourth, Fifth, and Sixth Classes may be combined for general lessons, the work prescribed for the Fifth Class to be taken. Teachers in permanent charge of schools may substitute for general lessons an equivalent number of elementary lessons in any approved science. An abstract of the lessons given should be left in school by teachers when transferred. Instruction will not be considered satisfactory unless illustrated by suitable objects, apparatus, etc.

(*f*) *Singing.*—(1) Suitable school songs should be taught in all classes. (2) In those schools where the Tonic Sol-fa notation is adopted, instruction must be given in accordance with the requirements of the programme recognised by the Department.* (3) In Fourth, Fifth, Sixth, and Seventh class schools where there are no visiting teachers of singing, no higher programme than the programme of the Fourth Class will be insisted on in the higher classes. The following books are recommended to teachers who wish to acquire proficiency :—*Stimpson's Singing Class Book, Curwen's How to Read Music and Understand it, Curwen's Companion for Teachers, and Sight Singing for Schools* (London National Society's Depository).

(*g*) *Drawing.*—In all classes above the Second, the work should be on paper. In Fourth, Fifth, Sixth, and Seventh class schools, where there are no visiting teachers of drawing, no higher programme than that of the Fourth Class will be insisted on in the higher classes.

Classes I. and II.—Exercises to be such as appear in Department's Series of Graded Examples ; in Poynter's Drawing for the Standards, books 1, 2, 3, and 4 ; *or* in Ablett's Drawing Copies, books 1 and 2. In cases where an example is to be used both for freehand and for ruling, *the ruled exercise should be taken first.*

Class III.—Freehand : Poynter's Drawing, book 5, except the last two pages ; *or* Ablett's Drawing Copies, book 3, except diagram No. 25. (It will be noted that the diagrams are such as can be made by rule and compass.) Practical Geometry : Poynter's Drawing, books 7 and 8, *or* Ablett's Drawing Copies, book 4.

Class IV.—Freehand : Poynter's Drawing, books 9 and 10 ; *or* Ablett's Drawing Copies, book 7. (The least complicated diagrams, based on the curves mentioned—elliptical, spiral, and reflex—should be selected ; and where dotted lines appear, very faint continuous lines should be used in place of them. Practical Geometry : Poynter's Drawing, books 12 and 13 ; *or* Ablett's Drawing Copies, book 9.

Class V.—Freehand : Poynter's Drawing, books 14, 15, and 16 ; *or* Ablett's Drawing Copies, books 10 and 11. (In Model Drawing the pupils should draw from the objects, not from the diagrams. In Ablett's Series, books 5 and 8, much useful information will be found regarding the treatment of lessons in drawing from objects.) Practical Geometry : Poynter's Drawing, books 17 and 18 ; *or* Ablett's Drawing Copies, book 12.

Class VI.—Freehand : Poynter's Drawing, books 20 and 21 ; *or* Ablett's

* This programme can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

Drawing Copies, books 13 and 14. Practical Geometry: Poynter's Drawing, book 22; *or* Ablett's Drawing Copies, book 15, parts 1 and 2.

(*h*) *Cookery.*—In schools where suitable provision is made for instruction in cookery, somewhat less time than is required in other schools may, subject to the approval of the Minister, be given to needlework by the girls in the upper classes.

(*i*) *Special Lessons.*—To children above nine years of age, lessons from some recognised lesson books on the laws of health and on temperance should be given at least fortnightly. The Health lessons should also include the information contained in these wall sheets—*Treatment of Snake-bite*; *Treatment of the apparently Drowned*; *What to do till the Doctor comes.* An abstract of the lessons given should be left in school when a teacher is transferred.

(*j*) *Certificate of Merit.*—To obtain this certificate candidates must pass an examination in the subjects prescribed for Sixth Class (see above), except Poetry, Singing, Drawing, Drill, and Gymnastics.

NOTE.—Head teachers will be required to thoroughly examine at regular intervals all the classes in their schools at least three times a year. A copy of the questions given, and a record of the examination in detail, should be kept for the information of the District Inspector.

APPENDIX B.

PROGRAMME OF TEACHERS' EXAMINATIONS.*

Licences to teach will be granted to pupil teachers who have completed their course.

Certificates of competency will be granted, subject to Regulation* on following page, to candidates upon examination in the following subjects:—

Reading.—To read fluently, and with proper expression and emphasis, both prose and poetry, from any book or newspaper.

Dictation and Composition.—To write from dictation, with correct spelling and punctuation, from any ordinary book or newspaper, and to compose a short essay on some given subject.

Writing.—To write neatly text or half-text and small hand. The general character of the writing in the examination papers will be considered in judging this subject.

Grammar.—Grammar, including structure of words, analysis, and syntactical parsing; to answer questions on the language and subject-matter of works of standard English authors (to be prescribed from time to time), and on the lives of the authors; and to learn by heart not less than 150 lines from the works prescribed.

Geography.—The form, motions, magnitude, and measurement of the earth; latitude and longitude; the surface of the earth, including mountain systems, plateaux, plains, and valleys, volcanoes and their distribution, river systems and lakes, oceans and their phenomena; climatology, including winds, heat, and moisture; distribution of plants and animals; descriptive and political geography of the world generally; map drawing.

Arithmetic.—Arithmetic generally (including the metric system of weights and measures) and the elements of mensuration, viz., the calculation of the sides and areas of rectangular surfaces and of triangles, the diameters, circumferences, and areas of circles, and the contents and dimensions of rectangular and cylindrical solids. A knowledge of the principles will be required.

Book-Keeping.

History.—History of the British Empire, with a special knowledge of Australasian discovery and settlement, and of the history and constitution of Victoria.

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* From "Regulations under the Education Act, 1890; the Public Service Act, 1890; and the Teachers Act, 1893."

Elementary Science.—That prescribed in the programme for pupil teachers, but in greater detail. An elementary knowledge of electricity.

Singing.—Theory: As for Class VI. (Appendix A. above).
Practice: To pitch and conduct an easy school song; to sing at sight a simple junior-class song of not greater difficulty than the "Minstrel Boy."

Drawing.—As for Class VI. (Appendix A. above).

Needlework.—Females to be able to cut out and to do any kind of plain needlework, including patching and mending, to darn and to knit, and to give a class lesson in such work.

Theory and Practice of Teaching—

(*a*) To compose the notes of, and to give, a collective lesson on a subject chosen by the Inspector; to be able to drill a class.

(*b*) To answer questions in school organization and management, and methods of teaching. A knowledge of the subjects to be treated of, and of the methods to be adopted, in giving lessons on health and temperance will be included under this head.

(*c*) Males to draw up and carry out a time-table suitable for the school of which the candidate has charge.

Examinations of teachers for certificates of competency will be held annually at Melbourne and such other places as the Minister may appoint. Candidates must be eighteen years of age. Pupil teachers who have not passed fully in the literary work of the First Class will not be permitted to present themselves at this examination.

A certificate of competency will not be issued to any teacher until he has satisfactorily performed the duties of his position for not less than twelve months subsequent to his having completed his examination in the literary work for such certificate.

The requirements for classification in honours will be as under:—

For Second Honours.

(1) To have obtained one of the first four literary qualifications prescribed for a Third Class teacher under the Public Service Act, viz.:—

(i.) To hold a certificate of competency and to have also passed the Matriculation examination at the Melbourne University.

(ii.) To hold a certificate of competency, and also hold two of the Department's Science certificates.

(iii.) To have obtained the trained teacher's certificate subsequently to 31st December, 1875.

(iv.) To have obtained a trained teacher's certificate of first or second class under the Board of Education; and

(2) To hold a degree of the Melbourne University in Arts, Science, or Laws; or to have passed at the Melbourne Uviversity the first ordinary examination for the degree of Bachelor of Arts; or to have passed in four of the subjects prescribed for one of the ordinary examinations in Arts, at least two of which must be passed at one examination, and the remaining subject or subjects at one examination held in the same or the next succeeding year.

(3) To have passed a satisfactory examination in the theory of teaching, embracing—

(*a*) The leading principles of education; the faculties, their training and development; habit and character.

(*b*) School organization and management; methods of teaching; notes of lessons.

(4) To have satisfactorily discharged the duties of a head teacher in a Fifth or higher class school for at least two years, and to be recommended for classification in honours in a special report by the Inspector-General or by some other Inspector of schools deputed to report on the candidate's application for such classification.

FOR FIRST HONOURS.

(1) To have obtained Second Class honours, and to hold a degree of the Melbourne University in Arts, Science, or Laws, or to have passed at the Melbourne University the second or the third ordinary examination for the degree of Bachelor of Arts; or to have obtained Second Class honours, and to have passed in four of the subjects prescribed for the second ordinary examination in the course for the degree of Bachelor of Arts, at least two of which must be passed at one examination, and the remaining subject or subjects at one examination held in the same or the next succeeding year.

(2) To have passed a satisfactory examination in the theory and history of education.

(3) To be recommended for classification in First Class honours in a special report by the Inspector-General or by some other Inspector of schools deputed to report on the candidate's application for such classification, and, if males, to have satisfactorily conducted a school of the Fifth or higher class for at least two years.

Provided that the candidate, unless he hold a trained teacher's certificate, shall have passed at some examination of the University of Melbourne—(*a*) in Latin or Greek, and also (*b*) in Mathematics, as in any ordinary examination for the completion of a year, or in Algebra and Geometry, as in the Matriculation examination. *Provided also that no candidate shall be awarded First Honours on the same examination as that on which he has been awarded Second Honours.*

Application for permission to attend the University examination at the reduced fee must be made to the Secretary, on or before 7th September in each year, on a form which will be supplied on application at the Education Office.

MUSIC.

Licences to teach and certificates of competency will be granted upon examination.

FOR A LICENCE TO TEACH, THE CANDIDATE WILL BE REQUIRED—

Sight Singing.—To sing at sight, in correct time and tune, an exercise consisting of diatonic intervals, which may be written in minims, dotted minims, crotchets, dotted crotchets, and quavers.

Ear Test.—(*a*) To write a short and simple melody in notes of equal length which may contain a modulation by stepwise accidents only.

(*b*) To write in correct time two to four bars, sung upon one note n $\frac{2}{4}$, $\frac{3}{4}$, or $\frac{4}{4}$ time.

Transposition.—To transpose a given melody.

Theory.—Notation in the various clefs, time accents, major and minor scales, the common chord and its inversions, to have a general knowledge of the voice registers of children.

Teaching.—To give a satisfactory lesson on any part of the programme for singing in the course of free instruction. This will include beating time correctly, extemporising suitable exercises, and pointing a song from memory on a staff or modulator.

FOR A CERTIFICATE OF COMPETENCY THE CANDIDATE WILL BE REQUIRED—

Sight Singing.—(*a*) To sing at sight, to words, a melody containing modulation to the Dominant, Sub-dominant, and their Relative Minors.

(*b*) To sing (to *laa*) a melody containing modulation to the Tonic Minor or Super-tonic Major, with semiquavers in easy positions

Ear Test.—Six or eight bars (resembling a hymn tune) containing modulation to Relative Minor, Dominant or Sub-dominant, with easy chromatics.

Theory of Music.—Elements of Harmony and Construction as far as the Dominant 9th and discords of suspension, with simple modulations; this will include harmonizing a melody in two, three, or four parts, and adding three parts to a figured bass.

Art of Teaching.—To teach a class efficiently; to present a class taught by the candidate for a period of twelve months, which shall pass a satisfactory examination.

Drawing.

Licences to teach and certificates of competency will be granted upon examination.

PROGRAMME OF EXAMINATION FOR A LICENCE TO TEACH.

Freehand.—An outline drawing from the flat of an example, which may contain a combination of straight lines, simple and compound curved lines, and may illustrate such elementary principles of ornamental construction as radiation, tangents, symmetry, gradation, breaks, &c.

Practical Geometry.—The construction of angles, the usual simple plane figures, the plain and the diagonal scale, and the scale of chords; the inscription of figures within, and the description of figures without, simple given figures; the simple application of proportionals; the plan and elevation of points, lines, and planes, and of such solids taken singly as the cube, the four simpler right prisms, the four simpler right pyramids, and the right cylinders and cones.

Perspective.—The perspective representation of points, lines, and planes, and of simple objects based upon the solids required for Practical Geometry above.

Model Drawing.—A linear representation of any group of three simple objects.

Teaching.—To draw from memory or otherwise examples under any of the above heads, and to teach a class satisfactorily.

PROGRAMME OF EXAMINATION FOR A CERTIFICATE OF COMPETENCY.

Linear Drawing.—An outline of a small portion of conventional ornament from a cast, or an equivalent in low relief; an analysis of the principles of composition used in the example.

Shading.—To draw, in light and shade, from a simple object of uniform colour, and to give a linear analysis of the chief shades.

Teaching.—(1) To draw from memory or otherwise simple examples under each of the above heads, and to teach a class satisfactorily. (2) To produce a class taught by the candidate for twelve months that can pass a satisfactory examination.

N.B.—Candidates for a certificate of competency must have passed the examination for a licence to teach drawing.

Military Drill.

Certificates for Military Drill will be granted to teachers in the service of the Department on their passing a practical examination in Parts I. and II. of the "Infantry Drill" at the time in use by the Victorian Military authorities.

Gymnastics.

Certificates in Gymnastics will be granted upon examination in the following programme:—

(1) *Theory of Gymnastics*, including so much anatomy and physiology as is required for explaining generally the uses of the various exercises, and the muscles and organs affected by them.

(2) *Practice of Gymnastics.*—To perform exercises on any gymnastic apparatus, free exercises, exercises with dumb-bells and rods, running and jumping. (Female candidates will not be required to perform exercises on the horizontal and parallel bars.)

(3) *Teaching.*—To be able to teach a class satisfactorily any gymnastic exercises.

SCIENCE.

Certificates for each of the following subjects will be granted upon examination :—

(*a*) Botany.
(*b*) Chemistry.
(*c*) Dynamics and Heat.
(*d*) Electricity and Magnetism.
(*e*) Geology and Mineralogy.
(*f*) Physiology.
(*g*) Sound and Light.
(*h*) Agriculture.

Examinations will be held annually, when all teachers who hold a certificate of competency, or have passed in all the literary subjects required for that certificate, may be permitted to attend.

APPENDIX C.

PUPIL TEACHERS' REGULATIONS.*

REQUIREMENTS FOR THIRD CLASS.

Reading.—To read fluently from the Fifth Royal Reader, or equivalent.

Poetry.—To be able to write from memory, or repeat, any passage from prescribed poetry in the Reading Book, and to answer questions on the meaning and subject-matter.

Writing.—To write fairly half-text or text and small hand.

Dictation and Composition.—To write out neatly in small hand, with correct spelling and fair punctuation, any passage dictated from the Fifth Reader, or equivalent. Composition—Easy exercises, including letter-writing.

Arithmetic.—Numeration and notation, the simple and compound rules, reduction, and bills of parcels, vulgar and decimal fractions, practice simple proportion, simple interest, and the calculation of the sides and areas of rectangular surfaces ; mental arithmetic.

Grammar.—Analysis of complex sentences, inflections of parts of speech, the full parsing of an easy sentence.

Geography.—The descriptive geography of Europe and of the Australasian Colonies ; the form, magnitude, and motions of the earth ; meridians. parallels, and zones.

History.—History of England ; the outlines from the Conquest to the accession of Henry VII.

Elementary Science.—The chief forces of nature ; the properties of solids, liquids, and gases ; the simpler phenomena of heat (expansion of matter, liquefaction of solids, &c.).

Singing.—Theory : As for Class IV. (Appendix A. above) or Tonic Sol-fa equivalent.

Practice : As for Class III. (Appendix A. above); to pitch and sing an Infant-class song.

Drawing.—Freehand : As for Classes IV., V., and VI. (Appendix A. above) and from such examples as are given in Poynter's Drawing Books 23 and 24, *or* in Ablett's Drawing Copies, Book 16.

Needlework (for Girls).—

(1) Cut out and make a chemise.
(2) A plain darn of hole in stocking-web material.
(3) Paper patterns, cut and tacked together, of a pinafore and a night-shirt.
(4) To knit a sock.

Art of Teaching.—To be able to give satisfactory lessons in reading and geography. Class Drill : Attention, right turn, left turn, half-right turn, half-left turn, marching, wheeling in file, and physical exercises.

REQUIREMENTS FOR SECOND CLASS.

Reading.—To read with fluency and expression from the Sixth Royal Reader, or equivalent.

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* From Regulations under the Education Act, 1890 ; the Public Service Act, 1890 ; and the Teachers' Act, 1893."

Poetry.—To be able to write out from memory, or repeat, any passage from prescribed poems, and to answer questions on the meaning and subject-matter.

Writing.—To write half-text or text and small hand.

Composition.—To write from memory neatly, in small hand, with correct grammar, spelling, and punctuation, the substance of a narrative read aloud.

Arithmetic.—The work of the Third Class; compound proportion and interest; square root; the calculation of the sides and areas of right-angled triangles, and of the diameter, circumference, and area of circles; mental arithmetic.

Grammar.—The rules of syntax and their application; analysis and full parsing, prefixes and affixes.

Geography.—The work of the Third Class, and the descriptive geography of the remaining continents.

History of England.—Outlines from the accession of Henry VII. to the accession of William and Mary, and such historical lessons on the same period as may be contained in the Reading Books.

Elementary Science.—The work of the Third Class; the atmosphere and its phenomena (winds, rain, &c.); the simpler kinds of physical and mechanical appliances, *e.g.*, the thermometer, barometer, lever, pump, siphon, spirit-level.

Needlework (for Girls).—
(1) Cut out and make an infant's night-dress.
(2) A patch in calico, one in flannel, and one in print.
(3) Patterns of boy's shirt and woman's night-dress drawn to scale on paper.
(4) To knit a stocking.
(5) To give a class-lesson on hemming or seaming.

Singing.—Theory: As for Class V. (Appendix A. above) or Tonic Sol-Fa equivalent.

Practice: As for Class IV. (Appendix A. above); to sing at sight a melody of not greater difficulty than "Old Hundredth" or "Melcombe"; to pitch, sing, and conduct an Infant-class song.

Drawing.—Practical Geometry (Plane and Solid): As for Classes IV., V., and VI. (Appendix A. above), and such problems as are given in J. H. Morris's Geometrical Drawing for Art Students, *or* in J. H. Morris's Practical Plane and Solid Geometry, Section I.

Art of Teaching.—To be able to give a satisfactory lesson in writing, grammar or arithmetic; to understand class drill.

Requirements for First Class.

Reading.—To read with fluency and expression any prose or poetry.

Writing.—To write text or half-text, small, and running hands.

Composition.—To write from memory neatly, and with correct grammar, spelling, and punctuation, the substance of a short essay read aloud.

Arithmetic.—The work of the lower classes; the contents and dimensions of rectangular and cylindrical solids; mental arithmetic.

Grammar.—The work of the Second Class, with the structure of words, and a knowledge of some English classic to be prescribed from time to time

Geography.—The descriptive geography of the world, including the physical geography of the oceans; climatology, including the laws relating to winds, and the distribution of heat and moisture; to draw maps of the continents, showing their outlines, chief mountains' inland waters, and towns.

History.—Outlines of history of the British Empire from the Revolution to the present time, with such historical lessons on the same period on Australasian discovery and settlement, and on the history of Victoria, as may be contained in the Reading books.

Elementary Science.—The physical and mechanical appliance prescribed for the Second Class. The organs of respiration, digestion, and circulation the wheel and axle, pulley, and inclined plane.

Singing.—Theory : As for Class VI. (Appendix A. above), or Tonic Sol-fa equivalent.

Practice : As for Class V. (Appendix A. above). To sing at sight a simple junior-class song of not greater difficulty than "The Blue Bells of Scotland" or "The Minstrel Boy."

D awing.—Linear Model Drawing from such objects as appear in Poynter's Drawing Book 25 (combination of not more than three objects required), *or* from common objects based upon the same form as the models in Book 25 *supra* are based upon. (Shading not required.)

Needlework (for Girls).—

(1) A specimen required in the making of calico garments.

(2) Specimen in flannel, showing all stitches required in making flannel garments.

(3) Hedge-tear darn.

(4) Paper patterns, cut out and tacked together, of child's drawers and a pinafore.

(5) To teach any kind of plain sewing.

Art of Teaching.—

(1) To draw up lesson notes and to give general lessons.

(2) To answer easy questions on methods of teaching, and to be able to keep the school records.

(3) To understand class drill.

N.B.—*Candidates in all classes will be required to show and explain how short mental exercises in arithmetic are to be solved, and to understand the principles of arithmetic.*

In judging of the writing, the general character of the penmanship in the examination work will be taken into consideration in all classes.

A general examination of pupil teachers will be held annually, and all pupil teachers who have been appointed not less than twelve months will be required to attend thereat.

At the annual examination pupil teachers will be classed for the year. They must pass in order the examination for each class.

Pupil teachers will not be allowed to present themselves for examination in more than one class in any one year, unless (*a*) they are not less than seventeen years of age on the first day of January of such year, or unless (*b*) they have in a previous year failed to obtain promotion. Provided that when, under the provisions of the preceding clause (*b*) a pupil teacher under seventeen years of age is allowed to present himself for examination in more than one class in any one year, he shall not be promoted in such year to a higher class than he would have obtained had he passed each successive yearly examination.

Pupil teachers in the Fourth Class, who have obtained the merit certificate awarded to pupils who pass fully in the subjects prescribed for Class VI. in the course of free instruction (Appendix A. above), and who have, in addition, passed in singing, drawing, and the art of teaching for the Third Class of pupil teachers, as prescribed above, may, without further examination, be promoted to the Third Class of pupil teachers. In the case of pupil teachers who obtain the merit certificate prior to their appointment, such promotion shall not take place before the first day of January next succeeding the date of their appointment.

Pupil teachers will be liable to dismissal, on the recommendation of the Classifiers, for misconduct or failure to pass the annual examination.

Head teachers and assistants will be required to give to their pupil teachers instruction, outside of the ordinary school hours, as follows :—

In a school having but one pupil teacher, except as hereinafter provided, five hours per week ; in a school having more than one pupil teacher, except as hereinafter provided, at least six hours per week. *The time for such instruction and the names of the teachers giving the instruction must in all cases appear on the time-table.* The time actually given to the instruction shall be entered in the teachers' rolls by such head teacher or assistant, as the case may be. The exercise

books kept by the pupil teachers, showing the work done under the direction of the head teachers and assistants, shall be dated from day to day, and shall be produced to the District Inspector at his half-yearly visits.

Special classes for the instruction and training of pupil teachers may be formed when practicable in the principal centres of population. Pupil teachers employed in schools situated at convenient distances from the places in which these classes are or may be held will be required to attend such classes, at such times as the Minister may from time to time direct.

Where pupil teachers attend the special classes referred to in the preceding section, the instruction to be given by the head teachers and assistants under the section given above, shall not be less than three hours per week. Such instruction shall be given at suitable times, and shall embrace such portions of the pupil teachers' course as may from time to time be determined by the Minister.

Pupil teachers and paid monitors will not be reckoned as scholars in any examination under the Regulation for payment by way of results and their attendance at school must not be recorded in the school rolls.

APPENDIX D.

DISCIPLINE.*

1. Corporal punishment shall be administered only by the head teacher, and by such assistant teachers as he may authorize.
2. When more than one stroke is given, an entry, giving the date, the name, class, and age of the pupil, the nature of the offence, and the extent of the punishment, shall be made in a book kept for the purpose, entitled the "Register of Corporal Punishment."
3. The instrument employed should be a strap or cane, preferably the former. Boxing ears or striking on the head is strictly prohibited.
4. *Corporal punishment shall be inflicted upon boys only.*
5. The names of the assistant teachers authorized by the head teacher to inflict corporal punishment shall be entered, from time to time, by the head teacher on the first page of the "Register of Corporal Punishment."
6. The head teacher will be held responsible for the nature and extent of the punishment inflicted in the State school under his charge.
7. No pupil shall be expelled from a State school except with the express sanction of the Minister. In extreme cases, a head teacher may suspend the attendance of a pupil, at once reporting the matter to the Minister and the board of advice. If, after inquiry, the circumstances seem to call for expulsion, the Minister may so order. Otherwise the pupil shall be re-admitted.

SUPPLEMENTARY NOTES.

I. The information in the following notes is based on official documents received since the above report was written. Unless otherwise stated, the extracts are taken from the report of the Minister of Public Instruction for the year 1898–99.

(i.) Schools in Operation.

"On the 31st December, 1897, the number of schools in operation was 1,874, viz., 1,742 full-time and 132 part-time schools.

* From Regulations under the Education Act, 1890; the Public Service Act, 1890; and the Teachers Act, 1893

As each part-time school comprises two branches, the number of localities provided with schools was, therefore, 2,006. Of these schools (1,874) 3 were closed on 31st December, 1897, so that the year 1898 opened with a roll of 1,871 schools. Sixty schools were added to the roll during 1898, of which 22 were old schools re-opened, 16 were branches of part-time schools made into independent establishments, and 22 were opened in districts previously unprovided for.

. . . .

"During the same period (1898) 22 schools were made part-time, and 5, in centres of population, were converted into adjuncts of neighbouring schools for junior classes only, while 30 schools were closed, and, as far as practicable, were brought under the system of conveyance. There were, therefore, at the close of 1898, 1,874 schools in operation, including 135 part-time schools. But as each part-time school is made up of two branches, there were 2,009 localities provided with schools, as against 2,006 for the preceding year. If to these are added the adjuncts (75), which are kept open for the junior classes, the number of localities provided with schools at the close of 1898 would be raised to 2,084. During 1898 the number of schools, exclusive of adjuncts, was 1,874, a number representing a decrease of 3 full-time schools, but an increase of 3 part-time schools, the total number of localities provided for (2,009), showing an increase of 3 on the preceding year, as appears from the following table":—

DAY SCHOOLS IN OPERATION IN 1897 AND 1898 RESPECTIVELY.

Date.	Number of Schools on the Roll.	Number of Full-time Schools.	Number of Part-time Schools.	Number of Localities provided with Schools.
31st December, 1897 - -	1,874	1,742*	132	2,006
31st December, 1898 - -	1,874	1,739†	135	2,009
Decrease - - -	—	3	—	—
Increase - - -	—	—	3	3

(ii.) TEACHERS.

(*a*) The total number of teachers employed in the Education Department at the end of 1898 amounted to 4,618, as against 4,617 in 1897.

The following statement shows the number and distribution

* In this number are 71 schools worked as adjuncts but not counted as independent establishments.

† In this number are 75 schools worked as adjuncts but not counted as independent establishments.

of teachers in the Education Department on 31st December 1897, and on 31st December, 1898:—

Position.	1897.			1898.		
	Males.	Females.	Total.	Males.	Females.	Total.
Head Teachers - -	1,117	435	1,552	1,188	495	1,683
Assistants - -	156	540	696	155	558	713
Relieving Teachers -	15	23	38	13	20	33
Unclassified Teachers -	70	77	147	—	18	18
Pupil Teachers - -	372	1,162	1,534	375	1,178	1,553
Monitors - - -	72	175	247	57	155	212
Sewing Mistresses - -	—	403	403	—	406	406
Grand Total - -	1,802	2,815	4,617	1,788	2,830	4,618

(*b*) The following statement gives particulars of the classified teachers employed in 1897 and 1898:—

—	Certificated, including those Classified in Honours.	Licensed.	Total.	Percentages of Teachers with Certificate.
Employed on 31st December, 1897 - - - - -	1,387	899	2,286	60·7
Employed on 31st December, 1898 - - - - -	1,441	984	2,425	59·4

(*c*) An Act* relating to unclassified State School Teachers was passed on the 19th December, 1898. By this Act, to be cited as the Teachers Act, 1898, unclassified teachers employed at that date and not being pupil teachers under Section 10 of the *Teachers Act*, 1895, were classified as seventh class teachers and began to take rank in their respective sub-classes after such seventh class teachers as had been previously so classified. Further, no unclassified teacher so classified can now be promoted to a higher class unless his school be placed in a higher class. Any teacher has the right of appeal against the classification accorded to him.

(*d*) A further Act* relating to State School Teachers, the Teachers Act, 1900—was passed 19th February, 1900. This Act provides that any teacher or pupil teacher who obtains a trained teacher's certificate after the 1st January, 1900, shall, if in a lower class than the sixth class, be promoted to the

* This Act can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

sixth class, and shall be appointed to the first sixth class position which falls vacant after leaving the Training College. This allows pupil teachers to skip the eighth and seventh classes altogether, and their promotion to the sixth class is independent of any "blocks to promotion" which may in future occur. It has also been decided that students in training who are on the classified rolls shall enjoy all the privileges of classification during their studentship. A student may apply for advertised vacancies, and, if successful, may take up his new position at the termination of his course. Classified teachers in schools of the sixth or higher classes winning studentships may obtain leave of absence from their schools during the training course.

(iii.) Training.

(*a*) The Training College, which, owing to retrenchment, was closed in December, 1893, was re-opened in 1900. The report of the Minister of Public Instruction for 1898–9 makes the following statement in view of the re-opening of the College:—"As it [the Training College] will be carried on on somewhat different lines new regulations for the training of students and teachers have been formulated and approved. Under Mr. Frank Tate, M.A., Inspector of Schools and formerly one of the lecturers in the Training College, who has been appointed Principal, it is confidently anticipated that the college has a bright and prosperous career before it. In consequence of the advantages that are offered, there will, it is expected, be a number of competitors of a high standard of merit for the Studentships, and it is believed that the training imparted at the college will be productive of great benefit to education generally."

(*b*) The following information has been taken from an article on the Training College, by the Principal, Mr. Frank Tate, in the first number of the *Education Gazette and Teachers' Aid*, July, 1900, a paper published under the authority of the Minister of Public Instruction:—

The Training College was re-opened in February, 1900, with a roll of 57 students. The chief cause which led to the closing of the institution in 1893 was that the College had become an independent source of supply of teachers at a time when the service was overmanned. Pupil teachers, on the completion of their course, found it more profitable in the immediate future, both as regards salary and seniority, to avoid the Training College. But the new regulations take away this blot of loss of status, and in future no student entering the College will be in any way penalised Not only are no disadvantages incurred, but positive advantages in classification are insured (cp. above (ii.) (*d*)). Admission to the College is gained only by competitive examination in the subjects of the first-class certificate examination. At the end of the year's course the examination for the trained teacher's certificate will be held. In the event of

failure a student's papers will be re-examined for the first-class certificate.

The regulations provide for fifty studentships—twenty-five senior and twenty-five junior. The senior students are entitled to the course of instruction free, and to board and lodge at the College, or to an allowance in lieu thereof. Junior students are entitled to the course of instruction free, and, on payment of £20, to board and lodging at the College. The £20 may, in the case of necessitous students, be repaid in instalments after the conclusion of the studentship. The students are supplied with books and apparatus free while at the College.

The subjects of the course of study are arranged as follows:—(1) History, Theory and Practice of Teaching; (2) History of the British Empire; (3) English Language and Literature; (4) Algebra, Euclid; (5) Latin; (6) General Science, including laboratory work, Physics, Chemistry, Botany; (7) Drawing; (8) Music; (9) Domestic Economy; (10) Elocution; (11) Kindergarten; (12) Manual Training; (13) Gymnastics; (14) Needlework.

In the work of practical teaching the course provides—(*a*) Lectures in education; (*b*) Criticism lessons by lecturers and students; (*c*) Work in the practising schools; (*d*) Frequent visits to approved schools to observe method; (*e*) An excellent stock of educational literature in the College Library; (*f*) The beginnings of an educational museum. The science teaching is mainly laboratory work, and will, it is hoped, fit the teacher to teach this important branch of school work experimentally and efficiently. In drawing much stress will be laid on brush work, model drawing, and blackboard drawing. This work will be carefully co-ordinated with the manual training and kindergarten instruction.

The permanent residuum of the course is interest in education, good habits of study, and knowing how to use books. When the College was removed to the University grounds the wish was expressed that the students in training should be brought, as far as possible, under University influences. In the Regulations it is now provided that students may attend University courses, and that each year five studentships shall be awarded, entitling the holders to a second year at the College, to be spent in attending University lectures. Already seven University students, five of them graduates, are enrolled in the classes in theory and practice of teaching.

There are spacious grounds around the College, and a fine tennis court and gymnasium. There are forty-two resident students, and the corporate life of the College is one of the most valuable factors in the college course.

(iv.) Subjects of Instruction.

(*a*) *Singing.*

"This subject is taught in all schools, and is included in the annual examination for payment by results. Head teachers are

therefore held responsible for the standard of efficiency attained, and they are empowered, in the absence of applications from visiting teachers who were formerly in the service, to make their own selection from any other approved applicants. These teachers are afforded the same privilege as was granted to the teachers of singing who were employed prior to 1893 of charging the small fee of 1d. per week to children joining their classes. Under these conditions Singing was taught, in 94 schools, to 16,594 pupils—the fees amounting to £1,597 11s."

(*b*) *Drawing.*

"Hitherto [before 1898] Singing and Drawing have been included in the same category in the course of Free Instruction, and the same remarks were made to apply to both subjects in the Annual Report. An important change has now been made with respect to Drawing. The Department, fully recognising the growing importance of this subject in the school curriculum, has decided to place it on an equality with Reading, Writing, and Spelling, by awarding a full pass to each individual child who satisfies the Inspectors' requirements as regards Drawing at the result examination. It is expected that this step will eventually produce a marked improvement in the teaching of Drawing.

In order to further secure and maintain an efficient standard in this subject, the services of Mr. P. W. Carew Smyth, late Director of the Ballarat School of Art, have been engaged as Inspector of Drawing. His duties will not only be to inspect and examine schools, and to conduct annual examinations of teachers in drawing, and also to furnish reports in connexion therewith to the Department, but will comprise the training of Inspectors and Teachers generally in a thorough and practical knowledge of the subject, so that it may be skilfully and effectively imparted to the permanent benefit of the pupils in all schools. . . . [Extracts from Mr. Smyth's report will be found below.] Head Teachers are held to be responsible for the standard of efficiency attained, and are permitted to utilize the services of visiting teachers on the same terms as were in operation in previous years. Under these conditions, which are specified in report on Singing [see above], Drawing was taught in 78 schools, to 13,789 pupils—the fees amounting to £1,389 19s. 8d."

Extract from Report of Mr. P. M. Carew Smyth on Drawing.

Melbourne, 10th August, 1899.

"I have visited 23 State schools with a view to ascertaining the character of the instruction given in Drawing, and the possibility of improving it, and beg to report as follows:—

. . . .

The programme of instruction in drawing in the State schools at present consists of geometrical drawing, including practical plane and solid geometry and scale drawing; geometrical design; freehand and model

drawing. . . . The work is undertaken by the ordinary teacher, or by visiting teachers.

. . . .

The classes of the visiting teachers in the schools they attend vary considerably in number of pupils and in efficiency. Generally the teacher is handicapped with the necessity of making his class pay, and this consideration acts upon the character of the work. Examples are often supplied to the scholars more with a view to interesting them and keeping them in the class, than with a view to cultivating the hand and eye. There are some exceptions to this practice, where the teacher really tries to do his best for the scholar.

. . . .

I found the teachers, taking them altogether, anxious to carry out the programme for drawing to the best of their ability, the increased value recently given to the subject having, undoubtedly, done much good in this respect. A large number of teachers complained of their want of training in drawing, and expressed their willingness and desire to learn. One teacher confessed to me that he "knew nothing about drawing, and could only gauge by the cleanliness or otherwise of the child's work, whether the drawing was good or bad." He also referred to the difficulty of obtaining, even in Melbourne, just the kind of instruction he required; he assured me that he had tried to obtain it and failed. It seems necessary that such teachers should have the facilities afforded them for acquiring the training they desire, as well as that those who feel their lack of adequate knowledge should have the opportunity of extending it on right lines, and without the risk of having to unlearn. Hints will not do. A hint is valuable to a person already in possession of his subject, but a volume of hints will not give the necessary training of hand and eye required in this case. Dexterity of hand is the result of use and practice, and cannot be acquired by reading text-books—an idea not uncommonly held. Nor will an hour or two's practice in drawing, even under direction, be of much good. The training must be extended over a period long or short, according to the individual wants of the teacher or his previously acquired knowledge. Considering the importance of the subject I beg to make the following recommendations, in order that the teaching may be raised to a proper standard of efficiency:—

(*a*) That the present visiting teachers, or the staff teachers with the necessary qualifications—which should be not less than the Licence to Teach Drawing Certificate—be appointed to give instruction on Saturday mornings in selected metropolitan State schools and central schools in the larger country towns.

(*b*) That these selected teachers should attend a fortnight's course of instruction in Melbourne—say, after Christmas or during the holidays at midsummer; earlier, if possible—and those of them who could should then take the Certificate of Competency to Teach Drawing.

(*c*) That all teachers not in possession of the Licence to Teach Drawing Certificate should attend these Saturday classes long enough to pass a simple examination in black-board work at least.

(*d*) That mainly to reach country teachers not in touch with any town where such classes are held, a subject with brief instructions be given once a month in the *Schoolmaster* or other teachers' paper, and the teachers encouraged to send their work to the Department for correction, as far as possible.

(*e*) That to encourage teachers to obtain the Licence or Certificate of Competency to Teach Drawing, a monetary reward should be provided in the form of a slight increase of pay, as in South Australia, or as a bonus.

With regard to the programme of instruction in drawing in the schools generally, I am of opinion that the programme is a good one if well carried

out. I think, however, that more time should be given to black-board drawing, and I am strongly in favour of every scholar having some practice in drawing upon the black-board, at least once a week, and I would recommend its inclusion in the programme accordingly. I also think that drawing from memory should receive more attention than it does.

The teachers' examinations should, of course, be modified in accordance with the above; they should in any case contain more black-board work than at present.

Finally, I am most emphatically of opinion that the time devoted to drawing is much too short. In the three-quarters of an hour lesson given in the upper classes so much time is lost getting out books, looking to instruments and pencils, and setting out pages, etc., that the full time is never given to actual work, and even the time available is still further seriously curtailed by necessary explanations from the teacher. Two hours each week should at the very least be given in Classes III., IV., V., and VI., and one hour and a-half, in three half-hour lessons in Classes I. and II."

(c) *Gymnastics.*

"No payments are now made for instruction in this subject. A suitable course, however, of physical drill, embracing similar exercises to the old extension motions, as well as others calculated to promote general bodily development, including swimming exercises, is now in successful operation in all State schools.* The subjoined statement shows the result of the examination in drill and gymnastics for the past two years":—

Examination.	1897.		1898.	
	Number of Candidates.	Number Passed.	Number of Candidates.	Number Passed.
Drill - - - - - -	21	19	36	22
Gymnastics - - - -	6	6	18	18

(d) *Swimming Clubs.*

The question of establishing swimming clubs in connexion with State schools was brought under the notice of the Department early in 1898 by the Victorian Amateur Swimming Association, and by representatives of the Public School Athletic Association of New South Wales.

A meeting of head teachers and assistants in and around Melbourne was summoned by the Department, at which the proposal was warmly received, and it was decided by those present to establish swimming clubs.

The Department has afforded every encouragement for the establishment of swimming clubs, and is pleased to notice that the movement is growing in popularity, and becoming firmly established. The business of the clubs is carried on by a manage-

* This statement first appeared in the Report for the year 1894-5

ment committee from whose report for 1898–9 it appears that there are 36 boys' clubs and 22 girls' clubs.

(*e*) *Cookery.*

In the Report of the Minister of Public Instruction for the year 1897-8 the following statement is made:—"Advantage has been taken of the issue of a monthly paper for the 5th and 6th classes to introduce a series of lessons on domestic economy. A lesson on this subject appeared in the first issue of that paper, and it is the intention of the Department to publish a similar lesson in succeeding issues.

"Inquiries have recently been made with a view to the re-introduction of this important subject into the curriculum for girls in State Schools. As soon as the necessary preliminaries can be arranged I propose to establish a cookery centre in one of the suburbs of Melbourne, somewhat on the lines so successfully followed in New South Wales, for instruction in this subject. Should this experiment realize my anticipations, steps will be taken to grant to other centres of population the same advantage."

Further progress is reported by the Minister for the year 1898-9:—"The publication in the monthly School Papers for the senior classes of a series of useful lessons on Domestic Economy has been continued during the current year. As foreshadowed in last Report, a cookery centre has been established at the Queensberry-street School, Carlton, where a large class-room has been specially fitted up and equipped for the purpose. Forty-eight Sixth Class girls were selected from ten schools situated in Carlton or adjacent suburbs, and arranged in groups of twelve, each group to attend on the same day of the week for a course of lessons on Practical and Theoretical Cookery extending over twenty-four weeks.

. . . .

"At the conclusion of the course these pupils were examined to test their proficiency, both in theory and practice.

. . . .

"A class of twelve pupil teachers, whom it was proposed to train as cookery instructors, was also organized to undergo a more elaborate course of lessons on Saturday for a similar period, viz., 24 weeks. In addition to practical work, these teachers receive lectures on Domestic Economy. At the termination of their course, a competitive examination will be held for the purpose of securing the most qualified to give cookery instruction in centres to be formed in other parts of the Colony.

. . . .

"The conclusion arrived at by all who have visited and inspected this cookery school when in full operation, and who have

partaken of the viands supplied there, is that its establishment has been an unequivocal success.

"Steps are now being taken to organize similar cookery classes in other centres of the colony."

(*f*) *Kindergarten.*

"In 1887 Froebel's gifts and occupations were introduced into a few schools in Melbourne. The results were considered highly satisfactory, and it was decided to extend the area of the work. Mrs. Goulden, a lady holding high credentials, was, therefore, engaged to deliver courses of lectures on the Kindergarten System. This she did on Saturday mornings at the Central State School, Spring-street. Though it was purely optional, no fewer than 200 female assistants and pupil teachers were in regular attendance. Several of her pupils who had shown special aptitude were appointed to the relieving staff, and deputed to hold classes and give demonstrations at country centres. Their services were always eagerly availed of, and the training of teachers in Kindergarten principles went on for several years. In the Regulations issued in 1890, it was stated that in Class I., where practicable, appropriate and varied occupations (*e.g.*, Kindergarten) would be expected. Owing to retrenchment the services of these special teachers were dispensed with in 1894, and consequently the instruction in kindergarten work received a temporary check, being taught only in a few of the schools of the colony.

"At the inspectors' conference held in January, 1899, there was a consensus of opinion that the time had arrived for extending considerably the knowledge of the principle underlying Kindergarten practice."

Applications were invited in England for a lady to instruct teachers and to organize the work, and, since the Minister's report for 1898-9 was published, Miss Eva Hooper has been appointed and has commenced her work.

(*g*) *Manual Training.*

Hand and Eye Training.—"There has been hitherto in our schools no manual training for children after they passed out of Class I., except that supplied by needlework and drawing. During recent years it has been recognised that the principles which underlie the occupations of the kindergarten do not cease to apply to the teaching of children who have got beyond the infant-room stage, and an extension of some of Froebel's exercises or the like has taken place in the schools of several countries. Many courses, suited as regards difficulty to the increased mental capacity of older children, and as regards material to their greater strength of hand, have been drawn up and published. The work laid down in their aims, while being interesting, at providing a means by which a knowledge of form, colour, and the properties of materials may be imparted, at

stimulating inventiveness and independent effort, at securing a training of hand and eye, and of being executed with inexpensive materials and with the simplest of tools at the school desk.

"It is proposed that hand and eye training shall form part of the regular curriculum of our schools for the children above Class I."

Manual Instruction.—"One object of the 'new' education is to utilize the hand systematically in the development of the mind, and to produce as a final result not only the trained brain, but also the skilled hand. Educational hand-work, therefore, should run right through the curriculum of the primary school. Experience has so far shown that the best form it can take with boys above eleven years of age is wood-work. The exercises are of the nature of simple carpentry and joinery, but the teacher's aims and methods are far different from those of a master carpenter instructing his apprentices. The latter is not concerned with the all-round development of the faculties of those under his guidance, his object being entirely utilitarian, namely to employ a particular capacity to produce certain articles, and by dint of practice on the same lines to secure that they are produced expeditiously and satisfactorily.

"On the other hand, the object of the teacher in woodwork in primary schools is not to turn out carpenters, but to train the intelligence, to cultivate carefulness, self-reliance, perseverance, and truthfulness in work, to develop the physical powers, to accustom the eye to accurate seeing and the hand to dexterity of execution, to secure a practical application of drawing, to inspire respect for the work of the artisan, and to lay a foundation for future technical training."

When the Minister wrote his report for 1898-9 the initiation of this scheme was awaiting the arrival of an organizer and instructor from England. Mr. J. Byatt, who will also advise as to the hand and eye training, has since been appointed and has commenced his work.

(*h*) *Military Drill.*

"Military Drill continues to be taught where practicable as an ordinary subject in all schools without any expense to the Department except that an allowance of £5 per annum has again been granted to officers in charge of Cadet detachments. The report of the Inspector appointed by the Defence Department shows how the instruction has been carried out. [See below.]

. . . .

"The Cadet Force, under the control of the Defence Department, continues to show increased efficiency, the work of the various Battalions, both town and country, being specially commended by the present Commandant, Sir Charles Holled Smith, at his inspection in 1897."

The following table shows the strength of the Cadet Force in connexion with State Schools for 1897 and 1898:—

—	1897.	1898.
Number of detachments	64	66
Number of officers on active duty	68	60
Number of officers unattached (most of whom will resume duty)	27	27
Number of boys in uniform	1,777	1,786

The report of Lieut.-Col. Henry, the Inspector of Military Drill, shows that in State schools in the year 1898 there were 136 first, second, and third class schools on the list for inspection, and of these 110 were reported on by the Inspector of Military Drill and Captain Somerset, Permanent Adjutant, Cadet-Corps. His report states that "The improvement reported on in the preceding year was well maintained, and more especially in those most important requirements—steadiness, smart turnings, and marching;" and that "Classes for the instruction of teachers to obtain drill certificates were carried on at Melbourne and Ballarat, but the attendances were not satisfactory at either place," this being attributed by the Inspector "to the general idea among teachers that the drill certificate does not carry such weight in the list of qualifications of a teacher as is commensurate with the difficulty of obtaining it."

(v.) Extra Subjects.

[Advanced Instruction.]

The following tables furnish particulars as to the number of pupils learning extra subjects.

Year.	Number of Schools in which Extra Subjects were Taught.	Fees received for Extra Subjects. £ s. d.
1894	101	1,901 17 2
1895	103	1,478 5 1
1896	128	1,779 15 5
1897	118	2,025 17 2
1898	124	1,834 1 9

The number of pupils learning extra subjects was 3,989 in 1896, 4,342 in 1897, and 4,476 in 1898. Details from the Report for 1898–9 are given below:—

EXTRA SUBJECTS.

Book-keeping	1,112	Fancy Work	76
Algebra	704	Painting	22
Euclid	513	Shorthand	191
French	378	Geometry, etc.	29
Latin	524	Gymnastics and Calisthenics	346
German	10	Natural Science	58
Pianoforte, etc.	57	Advanced Arithmetic	3
Elocution	453		

(vi.) RESULTS OF EXAMINATION.

(*a*) "The work for 1898, as revealed by examination, shows that the standard of excellence for 1897 has been maintained, the average percentage of passes gained for both years being exactly the same, viz., 82·5. This coincidence affords conclusive evidence of the good results, inasmuch as there is a marked falling off in the number of schools securing 100 per cent. and the full merit grant of 6. Twenty-four (24) schools obtained the maximum results and 98 schools the full merit grant, as against 46 schools and 193 schools respectively for 1897. The average merit grant gained for 1898 was 3·8, being a decrease of one decimal point on that awarded in 1897, viz., 3·9."

The table below shows the percentage of passes in the various subjects of examination for 1897 and 1898, the several subjects of examintion being those for the class in which the pupil is presented.

Subject.	1897.	1898.
Reading	88·9	89·1
Spelling and Composition	76·0	75·6
Writing	94·9	94·7
Arithmetic	68·2	69·0
Grammar	68·2	67·4
Comprehension and History	66·4	64·1
Geography	79·8	79·6
General and Special Lessons	73·0	70·8
Poetry, Singing, Drawing, and Class Drill	90·2	90·4
Needlework	97·2	97·9

(*b*) The following table shows, for 1897 and 1898 respectively, the number of pupils presented for examination, the number who passed the examination for the standard of education (which exempts children from further compulsory school attendance), and the number who obtained Certificates of Merit, issued to all pupils

who pass fully the examination prescribed for the Sixth Class:—

—	1897.	1898.
Number of Pupils presented for Examination -	159,780	151,116
Number of Pupils who obtained Certificates of being Educated up to the Standard - - -	11,559	10,589
Number of Pupils who obtained Certificates of Merit	1,205	1,272

(vii.) Compulsory Clause.

(*a*) Steps are being taken for the appointment of additional Truant Officers, so that the compulsory clauses of the Education Act may be carried out in their entirety.

(*b*) Arrangements for Enforcing the Compulsory Clause of the Education Act during the Year 1898.

—	Districts in which Proceedings were instituted by—				Number of Districts in which the compulsory Clause was not enforced.*	Total Number of School Districts in Existence during the Period.
	Boards of Advice.			Department.		
	Unassisted.	Assisted by Truant Officer.	Total.			
Quarter ended 31st March -	144	115	259	99	2	360
„ „ 30th June - -	147	116	263	95	2	360
„ „ 30th September -	144	116	260	98	2	360
„ „ 31st December -	144	116	260	98	2	360

* There were no schools open in either of these districts during the year 1898.

(*c*) The percentage of defaulters for the year 1898 was 3·10, and the following table shows the number of prosecutions and convictions during the year 1898:—

—	By Department.	By Boards of Advice.	Total.
Prosecutions authorised -	1,613	3,269	4,882
Convictions obtained -	1,313	2,530	3,843

(*d*) *Street Report.*

—	1st July, 1896, to 30th June, 1897.	1st July, 1897, to 30th June, 1898.	1st July, 1898, to 30th June, 1899.
Number of children accosted	1,777	416	293
Exempt under the provisions of the Act - - -	1,302	138	86
Prosecutions authorised -	475	278	207
Convictions - - -	386	222	179

(viii.) Attendance.

(*a*) "The number of children enrolled and the average attendance at both the day and the night schools in operation in 1898 are shown in the following table :—

—	Number of Schools.	Total number of children who attended during the year.			Average attendance throughout the year.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
Day Schools.							
Total in operation - - -	1,937	122,018	115,701	237,719	70,062	65,017	135,079
Less "Struck off and estimated attendance transferred to other schools" -	63	—	—	—	139	95	234
	1,874	122,018	115,701	237,719	69,923	64,922	134,845
Night Schools.							
Total in operation - - -	3	596	42	638	123	8	131
Less "Struck off" - - -	—	—	—	—	—	—	—
	3	596	42	638	123	8	131
Total return for the year 1898	1,877	122,614	115,743	238,357	70,046	64,930	134,976
Total return for the year 1897	1,877	122,414	115,894	238,308	72,984	67,609	140,593
Increase - -	—	200	—	49	—	—	—
Decrease - -	—	—	151	—	2,938	2,679	5,617

"From these figures it will be observed that there is an increase of 49 in the number of pupils enrolled during the year, but a decrease of 5,617 in the average attendance.

"This decrease in the average attendance, which is fully accounted for by the several epidemics so prevalent during the period under review, was only temporary, as may be seen on comparing the average attendance for the financial year ended 30th June, 1899, viz., 141,600, with that for the financial year 1896–7, when the attendance was normal (140,604)."

(*b*) The following table shows the number of schools in operation at the end of the years 1872 (the last year of the Common Schools Act), 1882, 1892, and 1898, together with the changes that have occurred in the total number of children enrolled and in the average attendance:—

Year.	Day Schools.			Night Schools.			Total.		
	Number of Schools.	Total Number Enrolled.	Average Attendance.	Number of Schools.	Total Number Enrolled.	Average Attendance.	Number of Schools.	Total Number Enrolled.	Average Attendance.
1872	1,048	135,962	68,436	1	93	20	1,049	136,055	68,456
1882	1,727	217,294	116,414	35	5,651	1,865	1,762	222,945	118,279
1892	2,131	248,239	141,382	9	1,547	482	2,140	249,786	141,864
1898	1,874	237,719	134,845	3	638	131	1,877	238,357	134,976

(*c*) The following table furnishes a further comparison between the year 1872 and the year 1898:—

Year.	Number of Day Schools in Operation.	Total Number Enrolled (Gross Enrolment).	Number of District Children Enrolled (Net Enrolment).	Average Attendance.	Percentage of Average Attendance to.	
					Gross. Enrolment.	Net Enrolment.
1872	1,048	135,962	118,228	68,436	50·83	57·88
1898	1,874	237,719	211,652	134,845	56·72	63·71
Increase	826	101,757	93,424	66,409	6·39	5·83

(*d*) The following statistics have been compiled to institute a comparison between the attendance of children at State schools in New South Wales and of those at State schools in Victoria for 1897 and 1898:—

—	Gross Enrolment for the Year.	Net Enrolment for the Year.	Average Attendance for the Year.	Percentage of Average Attendance on Year's Net Enrolment.
		NEW SOUTH WALES.		
1897	254,996	226,157	148,381	65·60
1898	258,592	227,561	141,723	62·28
		VICTORIA.		
1897	238,308	211,438	140,593	66·49
1898	238,357	212,164	134,976	63·62

(*e*) The following table gives statistics of school age for the estimated number of individual children enrolled as attending day schools in the years 1896, 1897, and 1898:—

—	Number of Children.			Percentages.		
	1896.	1897.	1898.	1896.	1897.	1898.
Under 6 years	15,946	15,386	14,751	7·65	7·29	6·97
Between 6 and 13 years . .	159,981	162,241	163,042	76·71	76·91	77·03
Over 13 years	32,615	33,324	33,859	15·64	15·80	16·00
	208,542	210,951	211,652			

All the pupils in attendance at night schools in 1898 were over 13 years of age.

(*f*) "In order to determine the number of individual children under instruction at both State and private schools in 1898, returns were obtained from private schools similar to those which have been obtained from State schools each year. . . . it is found that the number of individual children in attendance at private schools during 1898 was 47,805. To the estimated net enrolment at private schools (47,805) must be added 317, the number in Neglected Children and Reformatory Schools. The total number of individual children in attendance at schools other than State schools in 1898 was, therefore, 48,122.

"From the returns that have been obtained from State and private schools it appears that a considerable number of children attended both State and private schools during the year. After making the necessary deductions for these enrolments, it would appear that the total number of individual children at school in 1898 was 252,061. (See table below.) The following table shows the net enrolment at State schools and at other schools considered separately, and also the combined net enrolment of State and other schools treated as constituting one system":—

NUMBER OF INDIVIDUAL CHILDREN UNDER INSTRUCTION AT SCHOOL IN 1898.

—	State Schools and Private Schools treated separately.		Combined Net Enrolment.
	State Schools.	Private Schools.	
Under 6 years	14,751	5,703	19,787
Between 6 and 13 years . .	163,042	31,653	188,359
Above 13 years	34,371	10,766	43,915
Total	212,164	48,122	252,061

"There were 10,470 children of school age unaccounted for on the rolls for the year of either State or private schools. It will be noted that this return shows an increase on that for the previous year. the result, no doubt, being largely due to the epidemics which were so prevalent during 1898."

(ix.) FINANCE.

(*a*) RETURN showing the AMOUNTS expended on INSTRUCTION, ADMINISTRATION, BUILDINGS, and MISCELLANEOUS ITEMS during the Financial Year 1897-8 and 1898-9 and the ANNUAL COST of each CHILD in average attendance :—

ITEM.	Expended during the Year.		Cost per Annum of each Child in Average Attendance.*	
	1897-8.	1898-9.	1897-8.	1898-9.
INSTRUCTION—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Teaching Day Schools—				
Salaries and Allowances of Teachers, Payment on Results	437,262 15 7	446,339 19 10	—	—
Payments for Instruction in Singing, Drawing, Drill, Gymnastics	—	—	—	—
Travelling Expenses of Teachers	1,746 2 8	1,788 15 0	—	—
Conveyance of Children to State Schools	1,909 11 4	1,978 7 1	—	—
Books, Stores, Cadet Officers, Cooking, and Expenses of Examinations	4,738 8 5	5,630 3 9	—	—
Maintenance of State Schools (paid to Head Teachers for Cleaning, Stationery, Fuel, etc.)	30,162 5 9	30,177 18 5	—	—
Bonuses for passing Pupil Teachers, and for qualifying Teachers to give Instruction in Singing and Drawing	—	—	—	—
Exhibitions and High School Scholarships	1,429 12 0	1,444 16 0	—	—
Total Cost of Day Schools	477,243 15 9	487,360 0 1	3 9 10¾	3 8 10
Teaching Night Schools—				
Salaries, Results, and Maintenance	211 9 3	232 7 0	1 12 6¼	1 13 2¼
Total Cost of Day and Night Schools combined	477,455 5 0	487,592 7 1	3 9 10½	3 8 9¼
Training—				
Salaries (Staff, Visiting Teacher, and Associates)	—	—	—	—
Maintenance Expenses of College	—	—	—	—
Stores, Stationery, etc.	—	—	—	—
Bonuses for Trainees promoted	—	—	—	—
Board of Students	—	—	—	—
Purchase of Prizes for Students	—	—	—	—
Total Cost of Training	—	—	—	—
Total Cost of Instruction	477,455 5 0	487,592 7 1	3 9 10½	3 8 9¼
ADMINISTRATION—				
Salaries and Expenses of Office and Inspectoral Staffs	26,296 0 11	26,814 4 10	—	—
Salaries and Expenses of Truant Officers	3,233 11 4	3,341 19 9	—	—
Stores (Incidental Expenses, Office Requisites, Cleaning, etc.)	983 9 1	860 8 8	—	—
Boards of Advice Elections	18 14 7	7 3 6	—	—
Total Cost of Administration	30,531 15 11	31,023 16 9	0 4 5½	0 4 4½
BUILDINGS—				
Expended by Boards of Advice on School Buildings	2,190 15 9	2,202 6 0	—	—
Expended by Public Works Department on Buildings and Maintenance, etc.	8,999 19 8	22,007 18 3	—	—
Rents of Buildings used for School purposes	1,911 0 2	2,185 16 0	—	—
Total Cost of Buildings	13,101 15 7	26,396 0 3	0 1 11	0 3 8¾
Total Cost of Instruction, Administration, and Buildings	521,088 16 6	545,012 4 1	3 16 2¾	3 16 10¾
MISCELLANEOUS ITEMS—				
Retiring Allowances, Compensation, and Gratuities	78,847 5 6	77,992 12 10	—	—
Awards and Costs, Refunds, etc.	0 10 0	120 0 0	—	—
Technical Schools	11,998 9 7	20,930 7 11	—	—
Melbourne University	3,250 0 0	5,250 0 0	—	—
Total Cost of Miscellaneous Items	94,096 5 1	104,293 0 9	—	—
Total Expenditure for the Year	615,185 1 7	649,305 4 10	—	—

* Average Attendance. Day Schools, Financial Years 1897-8, 136,576; 1898-9, 141,600. Average Attendance, Night Schools, Financial Years 1897-8, 130; 1898-9, 140.

(*b*) The following information shows the amounts paid into Revenue during the year ended 30th June, 1899. None of this revenue is applied to reduce the annual expenditure of the Department:—

		£	s.	d.
1.	Fines - - - - - - - -	17	5	0
2.	Fines under Compulsory Clause for 1898 -	746	9	6
3.	Rents - - - - - - - - -	467	9	7
4.	Sale of Departmental Publications - -	7,586	16	7
5.	Miscellaneous - - - - - - -	507	18	7
	Total - - - - - -	£9,325	19	3

(x.) Buildings.

On the 30th June, 1899, the property of the department comprised 1,925 school buildings and 1,360 teachers' residences. These school buildings provide accommodation for 194,314 children.

(xi.) Conveyance of Children to School.

"Under the system of conveyance 265 schools have been closed up to the 30th of June last [1899]. There are besides several instances where, instead of establishing new schools, the educational requirements have been met by conveyance. In the case of closed schools the saving, after allowing for those schools which would of necessity have been closed in consequence of paucity of attendance, after deducting the cost of conveyance, amounts to about £15,520 per annum.

The attendance of the children whom this system provides for continues to be characterized by remarkable regularity, and the system has become so popular that applications are constantly being received to be brought under its provisions.

The payments for conveyance are restricted as hitherto to (*a*) cases where schools are closed through low average attendance, and (*b*) applications where the number of children would warrant the department in establishing a school."

(xii.) Private Schools.

[Non-State-Aided Primary Education.]

Year.	Number of Private Schools.				Gross Enrolment.				
	Boys'.	Girls'.	Mixed.	Total.	Under 6 Years.	Between 6 and 13 Years.	Above 13 Years.	Age not Stated.	Total.
1896 .	94	43	802	939	6,628	31,743	10,921	704	49,996
1897 .	87	58	827	972	6,753	32,738	10,963	764	51,218
1898 .	92	52	794	938	6,063	33,616	11,178	562	51,419

The number of individual children in attendance at private schools during 1898 was 47,805.

See also above (viii.) (*f*).

(xiii.) Scholarships.

"The Department desires to acknowledge its indebtedness to those secondary schools which for some time past have offered scholarships for competition amongst State school pupils. The Department has had under consideration the question of awarding paid scholarships to secondary schools, and with this object in view proposes to amend the regulations on the subject so as to permit of scholarships being granted. The candidates will be allowed to select the schools or colleges they prefer. For these scholarships the examination will probably be restricted to the subjects of free instructions given in the Regulations. [See Appendix A. above]. This proposed action will not preclude the Department from accepting scholarships from the Principals of secondary schools."

The following statement shows the number of scholarships awarded and the number of candidates who presented themselves at the examinations held in December, 1896, 1897, and 1898:—

——	1896.	1897.	1898.
Number of Candidates - -	437	563	487
Number of Scholarships Awarded	127	126	133

(xiv.) Technical Education.

(*a*) On the 20th June, 1899, a Royal Commission was appointed "to inquire into the administration of the Mining and Agricultural, and also the Trades and Art Schools of the colony, and to report as to the best method of carrying on the work of technical instruction in connexion with such schools; to consider and report upon the question of the affiliation of the mining schools with the University of Melbourne; to report as to the adoption in the State schools of a system of instruction in the elements of the sciences pertaining to mining, agricultural, dairying, and manufacturing pursuits; and generally to recommend what means should be adopted for the better provision of a systematic and graduated course of technical instruction." Extracts from the Progress Reports of the Commissioners will be found below.

(*b*) "Grants in aid were continued during the past year [1898–9] to the 18 Schools of Mines and Technical schools reported as in operation at the close of 1897.

"Of these schools, 6 provide instruction in Science, Art, and Trade subjects, 4 in Science and Art subjects, 2 in Art and Trade subjects, 2 in Science alone, while the remaining 4 confine their teaching to Art subjects. Classes for instruction in Trades and Manufactures are established in the Melbourne and Geelong institutions, and on a smaller scale in 6 other schools."

(*c*) "In 1898, 3,649 candidates presented themselves for examination in Science subjects, Trade subjects, and Art subjects, of whom 345 passed with Honours (Science), with Credit (Trade), or as Excellent (Art), while 1,412 others succeeded in obtaining the simple Pass, as against 3,252 candidates in 1897, of whom 288 passed with Honours, Credit, or as Excellent, and 1,150 others who succeeded in obtaining the simple Pass."

"The percentage of passes obtained to candidates examined is thus 48, which is an improvement of 1 per cent. over the result last year. With regard to this proportion of passes it should be borne in mind that, at least in some of the schools, there is practically no selection of candidates, all willing to sit being allowed to do so, whether they have been under tuition for the whole or only a part of the year."

The total expenditure in connexion with technical schools for the year 1897–8 was £11,998 9s. 7d., and for the year 1898–9 £20,930 7s. 11d.

(xv.) University Education.

(*a.*) The following figures have been taken from "Minerva. Jahrbuch der gelehrten Welt. 1899-1900." (Strassburg: K. J. Trübner, 1900.)

The income of the University for 1898 was £29,717, of which £13,750 was made up of Government endowment and grant, £15,170 of fees, and £797 from miscellaneous sources.

During the year 1898 the students attending lectures numbered 686, of whom 192 were women. In 1898 there were on the teaching staff 13 professors and 21 lecturers, not including the staff of demonstrators.

(*b.*) The following are extracts from "Papers relating to University Education of Roman Catholics in Certain Colonies" (Colonial Office Return, 1900. Cd. 115.):—There is in the University of Melbourne "no special or separate education for Roman Catholics, and to use the words in the letters patent granted to our University, 'Encouragement for pursuing a regular and liberal education is held forth to all classes and denominations without any distinctions whatsoever,' it being enacted by section 23 of the University Act that no religious test shall be administered to any person in order to entitle him to be admitted as a student of the said University or to hold office therein, or to graduate thereat, or to hold any advantage or any privilege thereof. Also by section 20 statutes may be made for the affiliation of colleges to the University, but no statutes can be made to affect the religious observances or regulations enforced in such colleges. Three colleges have been affiliated, viz., Trinity College (Church of England), Ormond College (Presbyterian), and Queen's College (Wesleyan), and although a College for Roman Catholics has not yet been erected, land has been reserved for the purpose. . . . Roman Catholics, besides being members of the Council

and of the Senate have occupied, and are now occupying [1899], some of the highest positions in the University."

"That college [the Roman Catholic College], owing chiefly to the double tax Catholics have to pay for primary education, has not been as yet erected."

(xvi.) Summary of Chief Points of Interest [1898–9].

"Number of localities provided with day schools, including adjuncts	2,084
Decrease in the net enrolment of children in State schools under 6 years	635
Increase in the net enrolment of children in State schools of school age	801
Increase in the net enrolment of children in State schools over 13 years	535
Number of individual children of school age attending day schools in 1894	155,041
Number of individual children of school age attending day schools in 1895	157,646
Number of individual children of school age attending day schools in 1896	159,981
Number of individual children of school age attending day schools in 1897	162,241
Number of individual children of school age attending day schools in 1898	163,042
Increase in the number of individual children compared with the preceding year	701
Decrease in the average attendance compared with the preceding year	5,618
Decrease in the number of private schools	34
Increase in the net enrolment in private schools	154
Decrease in cost of instruction per child, exclusive of cost of buildings, etc.	1s. 1¾d.
Increase in cost of instruction per child, inclusive of cost of buildings	8d.
Number of schools closed under system of conveyance since its inauguration up to 30th June, 1899	265
Estimated saving per annum under this system	£15,520
Number of schools made adjuncts under scheme of amalgamation since its inauguration up to 30th June, 1899	84
Actual saving in these schools for year ended 30th June, 1899	£37,167
Increase in expenditure on books and school requisites	£624 0s. 11d.
Revenue of Department	£9,325 19s. 3d.
Amount paid to Government Printer for printing Department's publication	£4,103 1s. 10d.
Amount received from sale of Department's publications	£7,586 16s. 7d.
Increase in expenditure for maintenance of buildings	£13,019 8s. 10d.
Increase in total expenditure	£34,120 3s. 3d.
Increase in expenditure on primary education (instruction and administration only)	£10,629 2s. 11d.
Total expenditure for 1898-9	£649,305 4s. 10d.
Total expenditure for 1898-9 after deducting revenue	£639,979 5s. 7d.
Total expenditure for 1898–9, exclusive of grants to Melbourne University and Schools of Mines and other Technical Schools	£623,124 16s. 11d.
Increase in total expenditure for 1898–9 compared with 1894–5	£4,936 12s. 3d.
Decrease in total expenditure for 1898–9 compared with 1890–91	£247,374 6s. 9d."

II. EXTRACTS* FROM THE PROGRESS REPORTS OF THE ROYAL COMMISSION ON TECHNICAL EDUCATION, APPOINTED 20TH JUNE, 1899.

The Royal Commission on Technical Education was appointed "to inquire into the administration of the Mining and Agricultural, and also the Trades and Art Schools of the colony, and to report as to the best method of carrying on the work of technical instruction in connexion with these schools; to consider and report upon the question of the affiliation of the Mining Schools with the University of Melbourne; to report as to the adoption in the State Schools of a system of instruction in the elements of the sciences pertaining to mining, agricultural, dairying, and manufacturing pursuits; and generally to recommend what means should be adopted for the better provision of a systematic and graduated course of technical instruction."

The following are the members of the Commission:—Theodore Fink, M.P., President; John George Barrett, Secretary Trades Hall Council; Henry Charles Jenkins, Government Metallurgist; Charles Richard Long, M.A.; John Henry MacFarland, M.A., LL.D.; Frederick William Poolman, J.P.; Henry William Potts, J.P., F.C.S.

(i.) EXTRACTS FROM THE FIRST PROGRESS REPORT, JULY 10, 1899.

PRIMARY INSTRUCTION.

At the inception of the inquiry, your Commissioners recognised that the foundation work of technical education must necessarily be laid in our State schools, and that, in order to effectively prepare students for the higher work of the technical schools, the primary instruction should at least embrace a sufficient knowledge of the elementary principles of science, and the training of the children by means of some form of hand and eye training, or manual instruction, which should largely be imparted in the lower classes by the Kindergarten method of teaching.

Your Commissioners have individually visited several State schools, and have otherwise made preliminary inquiry and examination into the present scope and methods of instruction. We have examined Mr. Alexander Stewart, Inspector-General of Schools, and subsequently Mr. James Bagge, Secretary for Education.

Upon inquiry we found that the Department of Education had very recently (in the present year) issued new regulations covering an amended programme of instruction, in which provision is made for the adoption of part of the Kindergarten system, and for hand and eye, or manual, training; and that the Department was about to obtain from England certain organizers and instructors in these subjects.

We further learned that a system of Kindergarten was partially introduced into some of the State schools some years ago, but that most unfortunately it was discontinued from motives of economy, although the cost in proportion to the value of the instruction was very small indeed. There are only a few teachers in the State schools who continue at the present time to partially apply Kindergarten methods. No attempt has ever been made to introduce hand and eye or manual instruction in the schools, although the subject has been taught for some years past in European and American primary schools.

* Except where otherwise shown, these extracts are taken verbatim from the published reports of the Commissioners.

The Commission has ascertained that no sufficient knowledge exists as to the cost of introducing the proposed new subjects, neither has the Department furnished any estimate of the probable expenditure thereon; and the Department is unable to state with any degree of accuracy what time will elapse before teachers can be sufficiently trained to undertake the work in their respective schools. Notwithstanding this, the Regulations instruct, and indeed order, the immediate introduction of Kindergarten and hand and eye training into the schools.

Questioned as to these points, Mr. Stewart's admissions are significant, as appears from the following extracts from the Minutes of Evidence:—

"31. Can you say, if this system were now introduced generally, how many really skilled teachers in Kindergarten there are who understand the principle of Kindergarten work?—Very few.

"32. If the system were introduced, how long would it take to train the staff in Kindergarten work?—We have several teachers who taught Kindergarten, and who, I should say, if we had qualified organizers and instructors, would not require very much help in the way of training; they understand it pretty well now.

"36 Do you contemplate that the re-organizing of the Training Institute will have for one of its objects the training in Kindergarten work?—Yes.

"46. Notwithstanding these regulations you are in no better position to have it carried out than you were before?—The regulations actually prescribe Kindergarten work, and we expect the teachers to make an attempt at this work with the help that we can give them by lectures, and by recommending certain text-books that deal pretty exhaustively with the subject; but, of course, we do not think that is sufficient, or anything like sufficient, consequently an organizer and instructor is to be appointed. We want some one thoroughly up to the work, who knows the principles that govern the teaching.

"58. Would it not be better to wait and let the teacher start, knowing what he is going to teach; is there no danger of his starting wrongly, and having to unlearn, or does the whole thing not matter very much?—If there is to be any delay in getting the instructors out, I do not think it would be wise to go on with teachers who do not understand it."

And the following extracts from an official memorandum, prepared 13th April, 1899, and signed by Mr. Stewart, on the subjects of Kindergarten and hand and eye training, show that the above evidence is the deliberate view of the Department:—

"In order that the Kindergarten system may be introduced satisfactorily, and with the certainty of success, I would strongly recommend that an experienced exponent be brought from home to educate our inspectors and teachers, to organize classes and instruct the scholars, and to inspect and report on the progress of the work.

"The Conference was of opinion that it would be an economy, both of time and expense, if two or three fully qualified organizing instructors, who have had practical experience in England or Scotland in hand and eye training and other more advanced forms of manual training, such as wood and possibly metal work, were appointed to inaugurate and supervise classes in these subjects.

"The necessity for obtaining instructors from home will be admitted when it is remembered that, amongst their duties, they will be required (*a*) to educate our inspectors, who, apart from their theoretical knowledge, need to be made practically acquainted with the latest phases of the working of the system, so that they may be in a position to advise the teachers, and to examine and correct the work of the pupils; (*b*) to give instruction to students of the Training College, and to teachers and pupil teachers gathered in classes at the principal centres of population; and (*c*) to organize and teach classes in schools.

"For these duties men of standing and experience are required, who are abreast of the most recent developments in this work, and familiar with the best methods of instruction. With such organizers the Department would be enabled to commence the work on approved lines and with the assurance of success, instead of having to learn slowly, and perhaps with the discouragements of failure."

The Secretary for Education, Mr. Bagge, also admitted that the Regulations were premature :—

"221. The Department has issued a curriculum for the conduct of this Kindergarten system, which has been published—you send to England for an organizer and you practically trammel him by stating—'You shall teach this system as we have laid it down,' after importing a new man to conduct it?—The Department is premature in that. We have done nothing in manual training, or with the training regulations."

We think it highly desirable that the Government should, as early as practicable, obtain the services of expert organizers and instructors, in order to train school teachers in the most modern methods of imparting those subjects of instruction.

It is apparent that the amended programme of instruction has been adopted by the professional officers of the Department without due regard to the importance of the question.

It has been stated in evidence given before the Commission that the inspectors of schools should themselves be trained by an expert instructor before being in a position to examine the schools. It would be more advisable that the programme should be prepared with the assistance of the expert organizers and instructors proposed to be appointed.

We are of opinion that, in view of the necessity which exists for the efficient training of the teachers at present employed, the action of the Department in issuing an approved course of instruction before the arrival of the organizers and instructors is premature, and that the work of these persons will be considerbly hampered thereby.

It is felt by the Commission that the success of elementary technical instruction in State schools and of educational reform generally, will be jeopardised by any unwise or hasty action in regard to Kindergarten, hand and eye, or manual instruction, and after careful consideration, we have decided, before proceeding further in our inquiry, to place upon record our opinion in this respect.

. . . .

Your Commissioners have therefore to recommend :—

(1) That the Regulations embodying the amended programme of instruction, and the approved courses in Kindergarten, and in relation to hand and eye training or manual instruction, be withdrawn from the schools ;

(2) That the services of expert educationalists to act as organizers and instructors to teachers in Kindergarten, hand and eye training, or manual instruction, be obtained forthwith ; and

(3) That any scheme of Kindergarten hand and eye training, and manual instruction should only be carried out on lines approved by experienced and expert organizers and instructors, and under their guidance.

This Report was signed by all the Commissioners except Mr. Charles R. Long, who entered a protest.

(ii.) EXTRACTS FROM THE SECOND PROGRESS REPORT, NOVEMBER 29, 1899.

TECHNICAL EDUCATION.

MANUAL AND PRACTICAL INSTRUCTION IN PRIMARY SCHOOLS.

General Introduction.

We have held twenty meetings, of which thirteen were sittings for the receiving of evidence, and have examined persons whom we considered qualified to afford information on the subject matter of our investigation. We have, so far as the State schools are concerned, confined our inquiries to matters bearing upon kindergarten, hand and eye training, manual or practical training, and elementary science teaching, and the best means of introducing such manual and practical instruction generally into the State schools, and of extending and improving kindergarten training and science teaching.

Aware of the terms of our commission, and the limits of the inquiry, we have refrained from inquiring into the system of State school education generally, except to the extent essential to elucidate the questions submitted to us. In order to place the work in these subjects on a sound basis, certain allied questions, such as school organization, the qualification and training of teachers and infant mistresses, the staffing of schools, and the method of testing school work had to be considered.

An examination of the terms of the commission will make it apparent that, even in relation to the State school system, the inquiry is a far-reaching one. Although it may be said not to cover the whole of the work of the State schools, the command to report as to the adoption in the State schools of a system of elementary science instruction, together with a graduated course of technical instruction, necessitate a review of much of the most important work of the primary system.

Mere bald recommendations as to new courses of study without reference to the organization of the Department would be futile, but it will be found that, as far as possible, the inquiry had been limited to the actual subjects committed to our inquiry, and to questions involved in the proper organization of instruction in these subjects.

The method of testing the proposed new or improved work is closely bound up with the work itself, and at an early stage of the inquiry it appeared necessary to inquire into the suitability of the system of payment by results, in force in the Department, in relation to the new subjects. It became apparent that this system was universally regarded as an unsuitable method for testing the new work, and was the subject of much discussion, even so far as regards every part of the present curriculum. We felt it our duty to inquire into the merits of the system, and its influence on the work of the Department. We ascertained the varying views of the Inspector-General of Schools, district inspectors, teachers, and others on this point; and have given the matter very careful consideration. We have also made inquiries and taken evidence in Queensland and New South Wales. In addition to the taking of formal evidence we have visited schools, and taken opportunities of ascertaining the views of teachers and experts.

Further, as to improvements in primary instruction generally, we have familiarized ourselves with the views of educationalists and authorities in other parts of the world, by reading the reports of Commissions of Inquiry which have been appointed during the last twenty years in Great Britain, Ireland, and elsewhere. Technical education in all its branches, from its base in the elementary school to its apex in the High Technical Schools and Universities, has formed the subject of so much discussion and inquiry, and excited such world-wide interest, that, by means of the above reports, and other publications relating to education, a fairly comprehensive view can be obtained of its development in other countries.

• • • • • • •

An inquiry by actual observation of the systems of other countries would be valuable, and although questions of time and of distance prevent an examination on the part of members of the Commission, yet we consider that the persons who may have to introduce and administer the reformed methods of education should acquire such experience, and that the Department should, by a regular system of visits of its most progressive men, keep in constant touch by observation as well as by reading with the educational movements of great civilized communities. A careful examination of the systems of the sister colonies will well repay the officers of our Education Department if the results of the examinations are assimilated.

At the outset some misapprehension appeared to exist as to the scope of the inquiry. We were much impressed with the fact that in some quarters the view was held that the present work of the State schools was beyond the limits of the Commission. That this view was held and expressed both in the Education Department and outside reveals a remarkable want of grasp of the educational process and aim, and serves to accentuate the fact that Victoria unfortunately has for the past few years remained outside the world currents of educational progress.

When one realizes the real object of education, the development of intelligence, faculty, and character, it becomes apparent that it is a process commencing in early childhood and proceeding throughout youth, and that technical education, strictly so-called, is not a system or method of instruction standing alone. It takes its place in all wisely ordered systems as part of a national scheme of education.

The foundations of this work must necessarily be laid in the primary schools, and a wisely regulated course of primary instruction will do much to make the work of the technical school easy, and insure its success. It must also be borne in mind that for very large numbers of children the instruction of the State school is all that they will receive. The great majority of those whose school-life ends with the primary school are destined to follow some branch or other of productive industry—occupations in which not only manual skill but a fairly developed power of observation becomes of the first importance. It follows that it is essential that instruction should be as full as possible, and it should be so ordered as to develop intelligence, faculty, and character to the widest extent.

By such a system, and by this alone, can those children who proceed to the technical schools to qualify themselves for the special activities either constituting or supplementing their lifework be trained to avail themselves of the instruction offered.

By such a system the thousands of children whose formal instruction ceases with attendance at the primary school may, at all events, have their intelligence trained, and acquire habits of real method and mental activity that will enable them to adapt themselves and render them alive to the changing conditions of their life.

Of these it may be said, in the words of John Locke:—"The business of education is not, as I think, to make them perfect in any one of the sciences, but so to open and dispose their minds as to best make them capable of any when they shall apply themselves to it." It cannot be said that these principles find complete or satisfactory expression in the work of our primary schools.

The idea is not yet exploded in Victoria that national education should be confined to the three R's. Even as this Report is being written this view is presented in the press, and not until the Victorian people on the whole are brought to recognise the enormous strides national education is making on the Continent of Europe and in the New World, and the collective efforts of the English-speaking and European communities to develop not only the intelligence but the character of their people, will we realize that the attempt to develop material resources without the fullest development of mental resources is to build a house upon the sand.

The members of the Commission are oppressed by the conviction that Victoria has, of late years, lagged behind in the march of modern educational progress; that the last seven or eight years has been a period of retrogression, and that, for reasons that will be adduced later on, the system has been, in many important points, seriously impaired, although the public has been solemnly assured in the Departmental Annual Reports that the efficiency of the system has been maintained.

Scarcely any Department of the State has suffered more from the policy of retrenchment. It is our deliberate opinion that part of the retrenchment has been effected at the cost of efficiency, and that education has suffered.

By whatever reform the system, so far as actual instruction is concerned, is brought up to date, some structural reforms must be added, which by the establishment of a form of Council of Education, will either prevent the recurrence of such destructive attacks upon the system, or will at least rapidly and effectively direct public attention to the mischief about to be effected.

Among other reactionary movements may be mentioned the closing of the Training College, and the consequent weakening of the efficiency of the teaching staff; the reduction in an inspectoral staff admittedly insufficient before reduction; the amalgamation of schools, tending to make the supervision by the head teacher in many cases less effective; the decrease of assistant teachers, and the increased employment of pupil teachers and

monitors beyond all reasonable bounds; and the stoppage of the training of kindergarten teachers. It is impossible to believe that these and other combined causes have not effected serious injuries.

Had the departmental method of estimating the work of the schools not included the mechanical system of payment by results, we are satisfied that the evil consequences of these measures would have attracted public attention; but, by the operation of this system an apparent progress is recorded, and the real sterilization of the work of the Department is concealed.

It is curious that the Victorian community should at any period—even in the period of depression—have failed to realize that the capacity to create wealth is a greater possession than wealth itself. Whereas Prussia, when crushed by France in the Napoleonic war, reformed her schools, and France, after her last defeat by Germany, reorganized the training of her youth, we, in Victoria, attempted to meet national depression by limiting the means of development both of individual faculty and national character. Far greater than the destruction of accumulated wealth is the lowering of a people's ideals, and with it the standard of a people's training. The example of the sacrifices made by poor countries like Prussia and Scotland to provide a high standard of culture of the people should confirm the resolution of our community to set our faces towards the light.

Reform is to be despaired of unless the community realises that competition, whether in production or exchange, becomes more and more a conflict waged by the trained skill of communities. If this be so, the best weapons are the trained faculties of the people. So far as Great Britain is concerned, her competitors most to be dreaded are the nations such as Germany and the United States, where general and scientific education is most widespread. It is clear, therefore, that to develop national resources the most potent instrument is national education. We must realize how much remains to be done to perfect our system, instead of considering how little we can do, and thus make the desired end petty and illusory economies.

A glance at the educational movements of Europe and America will indicate the world-wide character of educational progress, and the manner in which the subject of practical instruction in the primary school has been treated.

Educational Handwork.

It is well to remember that the object universally aimed at in making provision for a system of manual and practical instruction is educational rather than utilitarian, and that while the direct object of such training is, to quote the Irish Commission on Manual Instruction, "the acquirement by the child of a general manual dexterity which shall render the hand a more efficient servant of the brain in all circumstances," the indirect object, and the one to be principally aimed at, is the mental and moral discipline of the child. It is found by experience that it is this phase of training which teachers are most likely to overlook, and it therefore becomes essential that in the training of teachers due weight shall be given to the educational aspect of the question.

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We perceive the enormous activity displayed by the modern world on the subject of education. Great as is this activity, it is accompanied by an ever-increasing self-consciousness, not confined to primary education. More and more it is felt that the greatest of all national resources are the trained faculties and disciplined character of the people. As far back as 1870, the late W. E. Forster, in his speech introducing the National Education Bill made this statament—"Civilized communities throughout the world are massing themselves together, each mass being measured by its force; and if we are to hold our position among the nations of the world, we must make up the smallness of our numbers by increasing the intellectual force of the individual."

We feel with pain that Victoria has not taken due part in this world movement. It would seem that we have not felt the force of the influences that have moved most civilized nations, or have turned our back upon them.

For instance, more than ten years ago the advantages of kindergarten became manifest to the Victorian Department, and the most praiseworthy attempts were made for its introduction. A trained instructor was secured, and by her labours several teachers received the necessary training to enable them to apply kindergarten principles in the infant divisions. Had this work been persevered in, the Department would by this time have possessed a large number of infant mistresses thoroughly imbued with enlightened principles of teaching. Unfortunately it was discontinued, and the work of teaching was abandoned, although all the brightest teachers and most progressive inspectors recognised its value and importance.

Latterly, immediately before the appointment of this Commission, but subsequent to the public and parliamentary criticism on the subject of our defective educational system the Department appears to have made a hasty and ill-considered attempt to re-introduce kindergarten teaching on a larger scale.

In our First Progress Report, issued on the 10th July last, reference was made to the action of the Department in issuing regulations instructing teachers to take up kindergarten and hand and eye training, although the untrained condition of the teachers for this work was virtually admitted by the decision of the Department to obtain from England certain organizers and instructors in these subjects. The view of the Commission that the action of the Department in issuing the new regulations was premature was endorsed by the Secretary for Education by his admission in evidence. In consideration of the fact that the hasty introduction of the new work was likely to prejudice its success, and bearing in mind the statements of teachers throughout the colony that, while willing to assist in educational reform, they lacked the necessary training, we had no option but to recommend that the regulations on this subject be withdrawn until such time as the work could be inaugurated in a proper manner by the effective training of teachers by experts obtained from outside the colony.

The evidence taken since our Progress Report has fully corroborated the views expressed by us, and has thoroughly convinced us that the action of the Department was, to say the least, ill-advised. The Inspector-General of Schools was re-examined on the subject on the 8th September, and then stated that up to that time no action had been taken by the Department in regard to the recommendations of the Commission. Questioned as to whether teachers were expected to go on with the new work, he stated that although it was not expected that teachers would comply with the regulations, they had not been withdrawn. It is satisfactory to know that the Department has since withdrawn the regulations, and the anomalous position of the staff being subjected to orders to introduce teaching which neither they nor the officers of the Department were competent to carry out is brought to an end. We understand, too, that organizers in kindergarten and manual training have been sent for in order to properly introduce these subjects.

The period embraced by the years 1887 and 1888 appears to have been one of healthy unrest and self-questioning on the part of our educational authorities. In April of the former year, Mr. Brodribb, then Assistant Inspector-General of Schools, was deputed by the Minister of Public Instruction (Dr. Pearson), himself a firm believer in the result system, to report upon the condition of primary instruction in New South Wales. Mr. Brodribb reported that the teaching in New South Wales was "freer and more intelligent" than in Victoria, and that in Victoria there was "a narrow range of examination that cramps individuality." Mr. Brodribb's report is a severe condemnation of the result system, and refers to the fact that Queensland, after careful inquiry, and the visit of special commissioners to Victoria, who reported strongly against the system, declined to

adopt it. Mr. Brodribb states—"After my experience of the schools of New South Wales, I feel that I can no longer advocate the result system, believing that with inferior agencies New South Wales is actually doing more work on account of its superior system." His report concludes with the statement that "the educational system of New South Wales is a sound and beneficial one, and, as an instrument of popular instruction and mental training, it is superior to our own."

The Minister, upon the receipt of Mr. Brodribb's report, decided to obtain further information on the subject, and commissioned Mr. Main (Inspector-General of Schools) and Mr. Topp (principal of the Training College), in March, 1888, to proceed to New South Wales and South Australia to inquire into the educational systems of those colonies, and the report made by these gentlemen indicates the view that in many respects the colonies named were ahead of Victoria. The report is confined to a comparative statement of facts as to the leading features of the systems of the three colonies. Much of it deals with matters beyond the scope of our inquiry; but it is important to notice, as illustrating the want of vitality in our department, how many of the defects pointed out remain to this day without remedy, some indeed being intensified. The report studiously refrains from any recommendations as to reforms, the mission of the gentlemen named being merely that of inquiry. The report makes it apparent that among the defects in our system at that time, were the method of appointment of, and the absence of special qualifications in, infant mistresses; the evils of the result system; the defects in the training of our teachers (since intensified); and the mechanical or accidental promotion of teachers, by the raising of classification of schools, through increased attendance. The facts were also brought out that in New South Wales the quality of the teaching and the zeal of teachers are not affected by the absence of a result system, that the inspectors have greater influence than in Victoria with beneficial results, and that the methods of inspection in the other colonies are superior to ours.

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The standing, intelligence, and authority of Messrs. Brodribb, Main, and Topp are unquestioned, and it is with profound regret that we express the conviction that most of the adverse criticisms are quite true of the Victorian Department to-day, while some of the evils pointed out in others have grown greater.

At this time—the year 1888—the Minister of Public Instruction (Dr. Pearson) issued a digest of some of the evidence taken before the Royal Commission on Technical Instruction in Great Britain, 1881–84, in which it is stated by the Minister that "the beginning of great changes has been made (in Victoria) in the last three years," and that the elementary teaching of physics had been introduced in our schools by the new programme of 1885. What is apparent is that this initial effort in elementary science teaching has far from been maintained. The digest goes on to show that "the training of the eye is chiefly concerned with drawing, colouring, and modelling, and there is a general agreement that it may be taught to very young children," and, further on, reference is made to the probability of elementary manual instruction being shortly introduced into the London schools. It is unfortuuate that the Department did not remain in active touch with the educational movement in the United Kingdom.

In the same year the educatioual authorities of this colony submitted to the Rev. R. Wilde, one of Her Majesty's Inspectors of Schools, then visiting this colony, the following questions:—

1. How the elementary schools of Victoria compared generally with the same class of schools in England?

2. In what respects they could be improved?

3. How the "result system," as worked, appeared to answer?

4. In case this system should be abolished, what other could be substituted for it?

Had the policy of the Department been characterized by any continuity, or principles of natural development, this inquiry would not have been

suffered to rest. Presumably, the opinions of Mr. Wilde were sought because the Department attached some value to his judgment.

We are not directly concerned with the first two questions, but we notice that the opinion of Mr. Wilde is distinctly adverse to the work of the Department. His inquiry as to the method of testing school work resulted, as might be expected, in a wholesale condemnation of the system, as encouraging a policy of cram, in which the passing of examinations was stated to be elevated into the chief end of school work, to the sacrifice of education. It is characterized as a system that cripples the inspectors, besides being fatal to intelligent teaching. The advantages of inspection and *vivâ voce* examination are referred to, and the necessity for promotion of teachers by merit and not seniority are indicated. It is stated, with true prophetic insight, that the evil will grow. That it has grown we have had abundant evidence. We append a copy of Mr. Wilde's report on the result system :—

How the Result System, etc., as worked, appears to answer.

Payment by results is quite a different thing in England to what it is in Victoria. In England the grant, which forms only a portion of the school funds, is paid to the managers of each individual school. These make their own arrangement as to the payment of their teachers, and in many cases give them a fixed salary. In every case, however, in England, the managers have to raise funds to meet the expenses of the school, both as to teaching and premises ; and without paying by results I do not see how the Government could secure a high class of education for the children.

In Victoria you pay the whole expenses of the schools, and the teachers are your servants, therefore payment by results means making the teacher's salary, his whole income, depend upon the result of the examination. This necessarily makes the teacher think more of the passing of every scholar in every subject than of really educating the child. It leads to cramming. You, I know, will agree with me that every true educationist should do his utmost to fight against the tendency of the age, which appears to be to endeavour to pass examinations without failure rather than to become thoroughly acquainted with the subjects themselves. Again, payment by results cripples the inspector. The teachers have such a keen interest in the results that the Department has in self defence to reduce the examination to a system of marks, which can be calculated to a nicety. The inspector is forced to ascertain if the child knows so much—not how much. Enough for a pass is all that is required. This is fatal to intelligent teaching. Reading, spelling, and arithmetic may perhaps be marked with accuracy; but when we come to grammar, geography, and history, and what you, in your code, call general lessons, it is impossible to gauge these in the same way.

Besides, I hold that inspection forms a great part of any system of elementary education. The examination should be so framed that, in preparing for it, the teaching during the year should be of the most intelligent character. There is no question that a *vivâ voce* examination brings out the intelligence of the teaching in a way in which no written one can, where the children examined are of such tender age, and their power of expressing their thoughts in writing is so small.

A *vivâ voce* examination gives the inspector a general knowledge of the class as a whole, but not of the individual child. It kills cramming to a great extent. It makes the teaching during the year more elastic. It brings out the depth to which the teacher has gone. It shows the examiner how much the child knows.

I conclude, therefore, that the result system is not the best for the real education of the children in Victoria.

What can be substituted for it ?

As long as there are teachers there must necessarily be amongst their number some few who require the spur. Can any spur be found that will act on the teacher without having a bad effect on the scholar ? I am told that your teachers are promoted by seniority—that there is no selection of

the fittest, and that you cannot dispense with the services of an inefficient teacher without so grave a cause that practically the power of dismissal is never exercised.

I would suggest that the teachers should be promoted by merit and not by seniority; that the Department should have full power to dispense with the services of pupil teachers at the end of their apprenticeship before making them teachers; and that at any time a teacher should be removable from one school to another if it were thought desirable for the well-being of the schools, and that his services could be dispensed with altogether at any period after due warning. Many a teacher may be unfitted for a large town school who could conduct one in the country in a most efficient manner. Again, a young active teacher may be quite thrown away in the depth of the bush, and may be far more fitted for a town assistantship than many of his seniors.

It is an evil, too, which will grow more and more as years go on. A larger proportion of your teachers will be old, and you will have at the head of your list a long array of aged and nearly worn out masters who cannot be passed over. These will be placed over your large town schools, and will be a source of weakness. If you could in some way pay your teachers by length of service rather than by the size of the school, the difficulty of placing the oldest men over the largest schools might be surmounted. An aged master could then be moved to the country without so large a loss of salary. As things are at present, I cannot conceive how your large and important Department can be carried on with efficiency.

In order to prevent the abuse of this power in any time of political excitement, I would further suggest that it should be understood that these new powers should not be in the hands of the Minister of Education, but entirely in the hands of the permanent officers of the Department.

It is with the greatest diffidence that I venture to suggest the above proposals, and it is only because you have specially asked me to state in my report, in case the system of payment by results appeared not to answer, what other could be substituted for it.

The reports above referred to, and quoted from, do not appear to have received any serious consideration on the part of the Department, nor inspired any movement towards reform.

We purpose at this stage to indicate as concisely as possible our views on the various matters upon which we have taken evidence and made inquiry. Report on Evidence.

I.—Kindergarten.

We feel that there is no longer any necessity to urge the value and importance of kindergarten work, this being abundantly recognised by all educational authorities; and that the results of efforts in the establishment of kindergartens, whether in Europe and the United Kingdom, or in the New World, have been sufficient to dispel any doubt in the minds of the people as to its value in dealing with the infant mind, and in laying the superstructure for later educational development. Froebel insisted that children are like plants, and need the same patient consideration that Mother Nature gives her offspring; and that the ideal kindergarten is a place where the individuality of every child is studied, and the best possible conditions given for its mental, moral, and physical growth. Unfortunately, the conditions of our primary schools will not permit of any close approach to the whole of the details of Froebel's system, the size of classes, among other causes, militating against this. We are of opinion, however, that a modification of kindergarten principles can immediately be adopted

in schools above Class V., *i.e.*, where there are two or more qualified teachers, provided efficient instruction is available, with great advantage to the present school life of the child, and accruing advantage in the higher grades. The Commission look forward to kindergarten principles being universally applied in the schools in the future. It must be remembered, also, that our minimum school age is six years, and this fact will need to be taken into consideration in laying down a modification of kindergarten suitable for our schools. That such a modification can be successfully evolved has been amply demonstrated to us by the work of the New South Wales schools, where the system has been in operation to a limited extent during the past ten years with most gratifying results. We have taken the opportunity of visiting two schools established by the Kindergarten Union of New South Wales, and the success of these schools has been insured by the hearty co-operation and enthusiasm of educational workers in that colony.

In our previous Report reference was made to the necessity for appointing specially-trained organizers and instructors to inaugurate and develop kindergarten work in our schools. The evidence taken since that Report has, if possible, made our conclusions in this respect more obvious, and only confirms the opinion then expressed as to the utter want of preparedness on the part of the Department to introduce kindergarten methods, and the absence of sufficient organizing power to carry them out. Our inquiries in New South Wales have only served to strengthen the view that competency in kindergarten instruction can only be secured after a severe course of training, and only then when the teachers are specially adapted to sympathetically appreciate the spirit of kindergarten. All competent authorities agree that the mere teaching of kindergarten methods by means of text-books, or by inspection of classes at work, must always be futile, and only result in a total misapprehension of the essential nature of the system, and a waste of valuable time and energy. In this connexion it is well to mention that so much importance is already paid to the training of teachers for private schools in New South Wales that the Kindergarten Union, previously referred to, prescribes a course of study of two years, commencing with the theory and practice of kindergarten, elementary geometry, pyschology of children, and the history of education, and concluding in the second year with the theory of sense perceptions, and the occupation work of sewing, weaving, paper-folding, black-board drawing, clay work, etc. This view is confirmed by the testimony of Miss Banks, the infant mistress in the Fort-Street school, Sydney, an educationalist of high qualifications as to infant teaching, and a student with experience and training in Germany and England.

We consider that the supply of kindergarten material should be undertaken by the State. There is no doubt that, while in many cases parents are both able and willing to defray the cost of material, in a large number of cases they feel it a hardship to be called upon to do so, and the demands already made upon them for school requisites are sufficiently heavy. Parents should, however, be afforded the opportunity of purchasing the finished work of their children.

We recommend that, upon the arrival of the trained organizer from England, steps be taken to lay down a suitable modification of kindergarten for use in our schools, and that teachers be selected to undergo a course of training under the direction of the organizer, in addition to those teachers who may be in residence in the Training College. It is suggested that the teachers formerly employed in kindergarten work be allowed an opportunity of obtaining instruction so as to fit them to carry out the scheme of work decided upon. We further recommend that female pupil teachers who may be approved by the organizer be permitted to take the kindergarten examination as an alternative to the new subjects of Latin, Euclid, and algebra prescribed for the pupil teachers' course. Finally, it is considered by the Commission that no sudden attempt should be made to render the adoption of kindergarten work obligatory in the schools, but that the system should be introduced gradually, as teachers attain proficiency and become competent to carry on the work successfully.

II.—Infant Mistresses.

In dealing with the question of infant instruction, we have learned that there is a lack of skilled infant teachers in the Department, and that, although as far back as 1889, the reports of district inspectors called attention to the necessity of appointing mistresses with special qualifications, no action has been taken by the Department. The Public Service Act provides for the promotion of female teachers without their necessarily possessing the qualifications for taking charge of large infant schools, and the result has frequently been that infant mistresses without any special qualifications have been appointed, while female teachers who had qualifications for infant school work have been relegated to small country schools, where their attainments in the direction indicated have been either wholly or partially lost to the State. From evidence submitted to the Commission, it is only too clear that the infant departments of schools have suffered by this want of organization and classification. This is a matter calling for urgent action on the part of the Department. Infant mistresses should, in addition to high literary qualifications, hold special qualifications in kindergarten and infant school management.

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We are of opinion that infant instruction will be placed upon a sounder basis by the separate classification of infant mistresses. We therefore strongly recommend that the Public Service Act be amended so as to enable the Department to prescribe the qualifications necessary for appointment to the charge of an infant department, and to provide for special qualification being recognised before seniority in making such appointments. By this means a supply of well-trained teachers will be insured, and the standard of infant teaching raised.

III.—Hand and Eye Training.

The subject of hand and eye training as a necessary connecting link between kindergarten and manual training has engaged the attention of educational experts in the various centres of Europe and the United Kingdom during the past twelve years. It is conceded that the various forms of hand and eye training constitute a valuable introduction to manual instruction, and that, generally speaking, the greatest amount of benefit has been derived where no definite syllabus has been laid down for the "varied occupations," and where the teachers are allowed a latitude in carrying out the work. Experience has shown that the instruction has not interfered with the literary side of school work, but has aided the development of the reasoning faculty, and increased accuracy, observation, sustained interest in work, and originality.

Drawing, which is a part of hand and eye training, is discussed separately in this Report. Up to the present time, hand and eye training, although practised in a few of the principal towns of Germany and Belgium, and to a slightly greater extent in France, has made only moderate progress in European countries; and if we except Switzerland, it would be safe to say that these "occupations" are only in an experimental stage in European countries at the present time.

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The recent proposal of the Victorian Department to adopt a system of hand and eye training is one that has much to recommend it, provided that the work is inaugurated upon proper principles and without inconsiderate haste. The view held by the Commission is that the first step in an important change of programme such as this is to secure the effective training of teachers, and gradually to introduce the system into the schools instead of making it compulsory, before the teaching staff become qualified, thereby wasting time and material on futile work. The original intention of the Department, as expressed in a memorandum on the subject, prepared by the Inspector-General of Schools in April last, was to obtain the services of one organizer and instructor for hand and eye and manual training, and three instructors in the same subjects who would be engaged in England. This intention has since been modified, and it is now pro-

posed that only the organizer and instructor first mentioned shall be brought from England while the other appointments shall, if possible, be made locally.

We hold the view that if the proposed introduction of hand and eye training is to be of any educational value, and to be a means of preparation for manual instruction, and through that work for industrial or technical education, it must be intrusted only to competent trained teachers who have been thoroughly imbued with the educational value of the work, and until some adequate provision is made for the training of such teachers we would strongly deprecate the introduction of any system of hand and eye training, both in fairness to the children and to the teachers.

The view has been persistently expressed by some officers connected with the Department, in relation to kindergarten and hand and eye training, that teachers can with the help of text-books qualify themselves to impart this instruction. This view is ridiculed by many of the teachers, who point out very naturally that the district inspectors who will be charged with the duty of inspecting the work have not the remotest idea of the subject which it is contended in all seriousness by the Department can be taken up and satisfactorily carried out by untrained teachers. The view that literary acquirements alone make for teaching power and ability is quite discredited, and the sooner the Victorian Department of Education recognises that training should be regarded as the keystone of all educational systems, the better will the progress of our national schools be assured.

We can only reiterate the view set forth in our previous Report that, while it is most desirable that educational reform should be assisted in our schools by the introduction of practical work, such as hand and eye training, it is essential that the training of teachers be undertaken, and until this has been done we think any action towards the introduction of the work would be unwise and unwarranted.

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IV.—Drawing.

Technical education, to be useful and efficient, should rest upon a solid foundation of hand and eye work in the primary school. The importance of drawing in industrial education cannot be overrated, and it is an essential aid to every class of artisan, while it instructs and improves both mind and body in its imitation of nature. It is therefore universally admitted that drawing should occupy an important place in primary instruction, and the great advances made in the primary schools of France, Germany, Switzerland, Belgium, Great Britain, and the United States in recent years serve to show that this fact has been thoroughly appreciated.

From the evidence given before the Commission by Mr. P. M. Carew-Smyth, the departmental Inspector of Drawing, and others, it is evident that, while a considerable improvement has been effected on the standard of earlier years, much yet remains to be done to bring the work of our schools to a proper standard. It has been a serious cause of complaint that students entering the technical schools, whether for industrial or art instruction, do not possess the necessary primary training in drawing to enable them to pursue with any degree of success the higher work of those schools. This, in our opinion, is a matter calling for some attention on the part of the Department, and an endeavour should be made as far as possible to carry out more efficiently the programme of instruction laid down by the Department.

There is no doubt that the training of teachers for this work has been a matter of some difficulty, owing to the lack of facilities for such training; and it seems imperative that, in addition to the proper instruction of teachers in this subject at the Training College, some means should be adopted by which an efficient staff of masters can be maintained for the purpose of training teachers generally throughout the colony. It has been stated in the evidence that the number of trained teachers in South Australia is very large, and that, consequently, the work of the schools, although not based upon such a complete programme as that of the Victorian Department, is considerably superior to that of our schools.

Our attention has been directed to the want of training of teachers in black-board drawing, and this appears to us to be a serious deficiency, and one that is likely to greatly hamper the teacher in imparting instruction to his class. While a study of the art of teaching is recognised as being of the utmost importance in connexion with the general qualifications of teachers, the fact seems to have been overlooked that, though a teacher may be sufficiently trained to enable him to pass an examination in drawing, it is possible that he may be deficient in practical method. It is, we consider, essential that black-board work and drawing from memory should form an important element in the qualifications necessary for the Licence to Teach Drawing certificate. This work will tend to insure greater facility of expression, inspire teachers with confidence in their own teaching abilities, and result in good class work by the pupils.

We would also suggest that the pupils should be exercised in black-board work. We noticed that in one school a class-room has been fitted up with wall black-boards, so arranged that children are enabled to draw at arm's length, thus securing a boldness of outline and a freedom of execution which would be impossible under the prevailing system of drawing-books. With very little expense, the schools might be gradually furnished with wall black-boards. The resulting benefit would be great.

Although drawing has been a compulsory subject in our State schools for some years, and teachers are expected to qualify themselves for the work, we regret to find that the pernicious system of visiting masters still obtains in many of the schools. We are strongly of opinion that no good results can be got from the teaching by visiting masters in the schools, and that the time is long since passed when specialization in teaching drawing is either necessary or advisable.

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The system of allowing visiting masters in our State schools to make a weekly charge upon the pupils for instruction is one which, in our opinion, cannot be defended. The evidence shows this system to be one which tends to deterioration of work.

We think that steps should be taken by the Department of Education to provide for the more efficient training of teachers by the establishment of training centres, and that teachers should be relieved of the necessity for paying for private tuition, more especially as many of the teachers entered the service of the Department prior to drawing being made a compulsory subject. It is possible that the services of certain of the visiting masters could be availed of by the Department for the purpose of training teachers at these centres. Given proper facilities for training, we are satisfied, from our knowledge of the teachers of the colony, that efforts would be made to secure improved qualifications, and considerable benefit would accrue to both teachers and pupils.

It is highly necessary that some connexion should be established between the work in drawing at the State schools and the manual instruction, which it is recommended later on in this Report should be given in centres. The work in this regard in the Fort-street State school at Sydney visited by us was well carried out, and such as would be in every way beneficial to the pupils. It is recognised in that colony that drawing is one of the most valuable features of manual instruction, and that it should accompany the work of the wood working classes.

The importance of this subject has been recognised by the Department of Education, but the policy of the Department has not been continuously carried out. There seems to be a good prospect, under the recent appointment of an Inspector of Drawing, of a successful effort being made to organize a system of training teachers. Until this has been done, it is unreasonable to hope for any improvement in the standard of drawing in our State schools, and for a permanent supply of students with good primary school training for our technical schools. As to this defect complaints have been numerous. It is stated that in many of our technical schools the want of primary training in drawing has been so great as to seriously prejudice the success of the higher work. Much of the work now

done in our Schools of Art is of an elementary character, and is really a reflection upon the drawing work of the primary schools.

V.—Manual Instruction.

During the past twenty or twenty-five years, the movement in the direction of practical instruction in the use of tools has been, year by year, steadily gaining ground, until we find that in most of the countries of Europe, in Great Britain, and in the United States of America, the subject of manual training is now recognised as an important part of primary education. It is true that differences of opinion exist as to the precise method of such training, but all educational authorities are agreed as to the necessity for it from an educational standpoint.

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Having regard to the progress of educational handwork in various parts of the world, and to the general recognition of it as a branch of primary instruction, we have no hesitation in recommending that manual training be made an optional subject in our State schools, and that wood-working should be the form of instruction to be adopted. For many reasons, we deem it inadvisable to recommend the adoption of metal-working at the present time, although, when the system of manual training has become firmly established, it may be introduced with other forms. As the cost of establishing and maintaining classes for manual instruction will be very considerable, it would be wise to confine our attention to wood-working, as covering all the educational advantages likely to be gained for the present.

We are of opinion that it would be advisable to establish classes in wood-working in connexion with each of the large schools of the colony, did financial considerations permit; but, recognising the necessity for keeping the State expenditure on this subject within reasonable limits, we have to recommend that what is known in Great Britain as the "centre system," *i.e.*, the establishment of a central school at which pupils from surrounding schools may attend, be adopted in this colony.

Reference has been made by us to the appointment of an organizer and instructor in manual training, and we believe that the whole time of such an instructor can profitably be occupied in initiating and carrying on this work. Learning that the Department had sent to England for an organizer, we took the opportunity of suggesting to the Minister that the gentleman selected should hold diplomas from both Nääs and Leipzig, as well as have had some experience of manual instruction in America; and we are pleased to know that this suggestion has been acted upon.

It must be recognised by the Department that the introduction of this work can only be carried out in a gradual manner, and we trust that steps will be taken, and every encouragement offered, for the proper training of teachers who will be competent to take the control of centres of instruction throughout the colony as they become established. Our remarks in regard to the supply of material in kindergarten work apply equally to the introduction of manual training, and we consider that the burden upon parents of supplying tools and materials should be made as light as possible.

We believe that the introduction of manual instruction into our primary school system will be productive of much benefit. The great object of education is to fit children for the business of life, and therefore it is only reasonable that they should not be trained exclusively in literary pursuits. In other words, the uniformity of method, so long a feature of our primary school system, must give way to a more flexible system, capable of being adapted to varying needs and circumstances.

VI.—Elementary Science.

Amongst the subjects remitted to this Commission for consideration and report is that of "the adoption in the State schools of a system of instruc-

tion in the elements of the sciences pertaining to mining, agriculture, dairying, and manufacturing pursuits." Science teaching in the State schools has therefore received attention in the course of our inquiry.

The programme of instruction issued by the Education Department at present provides for lessons being given on the lever, spirit-level, and pump in the 4th class; the thermometer, barometer, siphon, wheel and axle in the 5th class; and in the 6th class attention is paid to the three forms of matter, the simpler phenomena of heat. the pulley, and the inclined plane. These subjects are included under the heading of "General Lessons," and are combined with instruction in matters pertaining to physical geography. It is further provided that, except in the larger schools, the three highest classes may be combined and the "General Lessons" prescribed for the 5th class may be taken. We understand, also, that it is optional for teachers to substitute special science lessons for the prescribed work, and that in a few instances teachers have taken up elementary chemistry and electricity. The time devoted to "General Lessons" in the schools is generally one hour per week, but only a portion of this time can be given to science lessons.

The evidence placed before us by inspectors and teachers indicates that the science teaching given at present in the State schools is far from being satisfactory, very little of the work being illustrated by experiments, or by experimental work on the part of the pupils, and that the teaching is more or less mechanical. It is severely condemned by some of the inspectors as so bad as to be worse than useless, and on the same authority is stated to be worse now than in past years. There was also a consensus of opinion that the unsatisfactory character of the work is partly due to the nature of the inspection, owing to the limited time at the disposal of the district inspector, combined with the fact that in the calculation of payments by results, the science work makes no very appreciable effect. Teachers are thereby disheartened, and consequently devote their time and energy to subjects which apparently are considered by the Department to be of greater importance.

Another important cause of the want of success in science teaching has been the defective training of the teachers, many of whom are unable to give anything but mere mechanical teaching of facts without experiment of any kind. We have also ascertained that nearly one-half of the schools in the colony are absolutely without apparatus for teaching purposes. Further, it is generally pointed out that the teaching staff as a whole suffers considerably from the want of guidance as to science instruction, and that it would be advantageous if the district inspectors when visiting schools were able to assist and advise teachers in connection with this work. With few exceptions, there has been no disposition on the part of teachers to take up special science work, and it was stated that this was the natural outcome of the departmental system of testing school work, it being inferred that there was no obligation on the part of teachers to exceed the work paid for by the Department. It is clear that the present science programme should be re-arranged and improved, and the method of examination completely changed.

The following statement of Mr. G. F. Link, late head teacher of Flinders School, Geelong, is printed as the testimony of one of the ablest and most experienced of teachers. Mr. Link is also a man of scientific attainments :—

"The elementary science teaching which appears in the present programme of instruction should be broadened and freed from the trammels of payment by results.

"The teaching should be largely experimental, and much more time should be devoted to it. At present it is found to be easier to cram the scholars by drilling them in answering questions set by the inspector of the district in other schools, than to teach the children to think and observe by the proper use of experiments. In my own experience I have had the year's work in science teaching gauged by such a question as 'How is the vacuum in the thermometer produced?' Another examiner was prepared to pass all the scholars of a class provided they could answer the query 'Why is milk white?' Another asked—'How many pores are

there in the human skin?' One boy very sensibly answered—'Nobody knows'; but the good man had read in *Titbits* or some such scientific work that there were so many thousands of millions, and pulled out his note-book to convince me that he had copied the number accurately.

"There are some of the inspectors whom I know to be capable of examining a class in elementary science, but, so far as my experience goes, the majority are quite unqualified for the work. It was a common thing when I was in charge of Flinders School, where I had a large matriculation class, and from ten to twenty of my scholars annually passed the University Examination in Elementary Physics and Physiology, to have these very pupils plucked by the inspector by some such absurd question as the above.

"I have said that the programme of science teaching should be broadened and generalized. The fundamental principles of physics and chemistry, and perhaps physiology also, should be taught to every scholar in our State schools. The laws of these subjects underlie all our arts and manufactures, and indeed are of value in almost every action and emergency of life. Whether he knows it or not, every one of us is constantly engaged in the application of these laws. They are especially valuable to those who are employed in the manufacturing industries, such as tanning, brewing, etc., and in dairying, wine-making, etc., but there is no industry that does not need a knowledge of these laws. Every girl, as a future house-wife, should be taught something of the chemistry involved in culinary operations.

"Beyond the instruction in the fundamental principles of science, which should be given to every scholar, it is doubtless desirable that, in certain districts of the Colony, specialized teaching should be imparted by duly-qualified instructors; but, in my opinion, this should be done either in continuation schools or in technical schools rather than in the ordinary State schools. Because a man lives in a wine-growing district it would be absurd for his children attending the State school, who may all be destined for other occupations, to be compelled to devote so much time weekly to the study of viticulture.

"Besides this the elementary programme is already overloaded.

"It is easy to say what should be taught, but it is not so easy no secure teachers qualified to give the requisite instruction in science. For nearly a generation the teachers have been trained by the Education Department to consider pupils as elastic receptacles to be crammed to distension, instead of regarding them as thinking beings with faculties to be educated and developed. The receptacle theory is fatal to science teaching, but I fear it will require many years of careful management to remove the prejudicial effects of the deadening methods of instruction under which the present generation has grown up."

This strong corroboration of the evidence of inspectors and others amply establishes the necessity for reform in this branch.

In our opinion, the science work at present prescribed under "General Lessons" as well as optional work in elementary sciences in relation to rural and other industries, should, so far at least as the 4th, 5th, and 6th classes are concerned, be included under a separate heading entirely apart from what are now known as "General Lessons," and the work at present carried out under that heading in regard to the form and motions of the earth, cause of day and night, etc., should be taught in its proper place as physical geography. We think the term used in Scotland of "Experimental Science" is much to be preferred, and will serve to indicate more clearly to the teaching staff what is expected from them. The time devoted to experimental science work in the schools should not be less than one hour a week. We further believe that an oral examination instead of the present written and wholly inadequate examination would give better results, and encourage teachers to take up the teaching of science with interest and enthusiasm. It would be of great advantage, and would supply a want which has long been felt by teachers, if a syllabus giving full details of work were issued for the guidance of teachers, and in this connexion we feel that as much latitude as possible should be allowed teachers in the choice of science subjects and the method of treatment. The Education Act will need to be amended to enable the proposed changes to be made.

We consider the object of all science teaching in primary schools should be to arouse an interest in surrounding natural phenomena, and to develop the faculties of observation on the part of the scholar. Upon such teaching a sound superstructure of technical knowledge can be built.

Agricultural Lessons, &c.

We have made careful inquiry as to the practicability of instruction being given in special districts in the elements of science bearing upon particular industries, and the opinion has been generally expressed that such work would be of much value. It is considered that intelligent instruction of this character would tend to prove a corrective to the purely literary or clerical bias given by much of our school work. The additional value of a grasp of the principles underlying the avocations of rural and industrial life need not be elaborated. For the mass of the community, such instruction is probably more valuable than that in other subjects. . . . . We have come to the conclusion that the necessity exists for the extension of science teaching to subjects such as agriculture, dairying, fruit growing, and other industrial pursuits, provided the result aimed at is mainly educational.

In regard to specialised work, in relation to particular industries, it would be advisable to supply teachers with suitable text-books dealing with such subjects as agriculture, dairying, and fruit-growing; and steps should be taken by means of lectures during vacations, and on other suitable occasions to interest teachers in the work of science teaching, and to furnish them with information calculated to assist in the work of the schools. The lessons given in dairying by permission of the Education Department, and by the direction of the Minister of Agriculture, in various parts of the colony have already had a good influence in awakening the enthusiasm of the teachers and interesting the children in their home life and surroundings, and an extension of this work would be especially valuable. Elementary work illustrating the principles underlying agriculture would also be beneficial, and would lay a foundation and cultivate a taste for knowledge of this character, the results of which would be far-reaching. We would point out, however, that the practice followed elsewhere of teaching this work wholly from text-books is one that is absolutely worthless, and that the only guarantee of success is the proper carrying out of experimental work, combined with occasional visits to the farm, the dairy, butter factory, or orchard.

Notwithstanding the difficulties which appear to beset the introduction of elementary agricultural education into our State schools, the result of the preliminary efforts so far put forth is sufficiently encouraging to justify not only the continuance of such instruction, but also to warrant us in recommending its extension throughout the rural districts of the colony.

Our present system of primary instruction is one of the causes tending to divert children's attention from rural industries. Too often they regard farming occupations as dull drudgery and lower than the clerical occupations for which the State school instruction seems the natural preparation. To make rural life attractive, to foster the development of our natural resources, to elevate and encourage higher agricultural education, it is essential that a commencement be made in the primary schools.

If the rudiments of agricultural education are to be taught efficiently, the course must chiefly be confined to teaching the principles underlying agricultural practice and which illustrate the phenomena of nature, and to training and expanding the child's powers of observation. Our experience so far has shown that this class of tuition is attractive to the child. Wherever such instruction has been inaugurated, universal interest has been evinced in the subject on the part of both teachers and scholars.

Such teaching discloses an intimate connexion between school education and the intelligent application of principles in the conduct of the daily work of the country children. It awakens a new life, excites an impulse to work, reveals attractive features in what has hitherto been considered menial work, and unfolds elevating influences in their surroundings. The boy or girl ceases to regard manual labour as distasteful, and the higher ideal of

country life competes with the counter attractions to be found in the cities. Happily the efforts, so far, in introducing such teaching in our country schools have met with the warm approval of all sections of the teaching staff.

. . . .

We deem it absolutely essential that the teacher of such subjects should undergo a special course of training.

Teachers should attend short courses at the Training College or be grouped at centres in the country where lecturers could attend to give practical demonstrations and tuition. The evidence of the teachers is pleasing testimony of their willingness and anxiety to acquire the requisite training. The value of the work to the children is substantially appreciated.

One of the most serious obstacles to the successful adoption of teaching special lessons is our existing system of "payment by results." We desire to record the opinion that its total abolition will assist placing elementary agricultural education on a progressive and lasting basis.

Whilst the details of the lessons, their scope, illustration, and methods of practical demonstration will naturally occupy considerable time to arrange and compile, yet the work can be gradually introduced. Special care should be taken in selecting lessons suitable for the rural industries of each locality, and the following subjects may be included :—

Agriculture.	Dairying.	Poultry-raising.	Insect Pests.
Horticulture.	Bee-keeping.	Gardening.	

. . . .

The question of the adequate supply of scientific apparatus in our State schools is one to which we desire again to make reference. The practice of the Department has hitherto been to defray a portion of the cost of apparatus, and the teachers are expected to obtain the assistance of parents in providing the balance of cost, or to purchase apparatus themselves, and we found that many of the teachers paid the whole cost. We consider that this is a very unsatisfactory method of equipping the schools, and that teachers cannot reasonably be expected to supplement the cost of apparatus or to furnish it themselves. We must deprecate the retention of such a system, and while it is true that, in some exceptional cases, teachers prefer to provide apparatus for their own special work, so as to be able to carry it with them upon removal to another school, the fact remains that many teachers are penalized by being obliged to expend money on the purchase of apparatus which should properly be supplied by the Department.

We are of opinion that the proper teaching of elementary scientific principles bearing on the industries of the various districts of the colony should be made an important branch of State school work, and, provided our suggestions are carried out in a broad, liberal, and sympathetic spirit by the Department of Education, we feel that the effect of the introduction of such work will give a stimulus and zest to school work, more especially in the rural districts, which will do much to popularize our schools, both as regards the children and the parents, and at the same time will create an interest in the natural resources of the colony.

VII.—Domestic Economy, etc.

(*a*) *Cookery.*

The encouragement and extension of classes of cookery in connexion with the State schools of the colony is, in our opinion, a matter which deserves attention, and we consider that this is a form of practical instruction which is likely to prove very beneficial to the pupils of our schools. We have taken the opportunity of visiting the cookery centre established by the Department of Education at Queensberry Street, Carlton, under the management of Mrs. Fawcett Story, and we were strongly impressed with the high character and value of the work done at that school. The results of the examination recently held by a competent authority are most encouraging, and in our opinion thoroughly justify the Department in its proposal to extend the teaching of cookery to the Ballarat and Geelong

schools. During our recent visit to New South Wales we inspected some of the cookery classes in operation in that colony, and Mrs. Story's work in organizing and developing these classes was spoken of in general terms o appreciation by the New South Wales educational authorities.

In this, as in other branches of instruction previously referred to, the first necessity is that of having properly trained teachers, and we are pleased to observe that the matter has received considerable attention at the Carlton centre. We would recommend that as soon as the training of competent instructors has been sufficiently far advanced, an extension of these classes should be made to other centres of the colony, and we do not hesitate to express the opinion that the value of this form of instruction, both in the eyes of parents and of the public generally, will do much to dispel the feeling that practical education is a matter outside the pale of primary instruction in Victoria.

(*b*) *Laundry-work, etc.*

We submit also that the Department might with advantage adopt a system of lessons in domestic economy, laundry-work, etc., and that encouragement should be afforded teachers to undergo a course of study in these important branches of educational work.

VIII.—Programme of Instruction.

The introduction of such subjects as those indicated in the preceding pages will necessitate a thorough revision of the programme of instruction, and members of the teaching staff of the Department, as well as many of the inspectors of schools, are agreed that the existing programme is too heavy, in spite of the recent attempts on the part of the Department to render the work somewhat lighter. It is generally conceded by the Department that some action will need to be taken, so as to provide sufficient time, without lengthening the present school hours, for the additional subjects proposed to be introduced. From the evidence given before the Commission, there is a consensus of opinion that the work in grammar, geography, and writing should be considerably reduced, and that the work in history should be revised, and that the benefits accruing to the children from the newer and more practical work will more than compensate for the reduction. It does not lie within the scope of this Commission to make detailed recommendations as to the modification of the programme of education; but, from the evidence tendered, we are satisfied that no great difficulty can arise in the adoption of a satisfactory curriculum covering the new subjects. We suggest that, in making any alteration or modification in the programme of instruction, the Department should take steps, by means of a conference, or in some such manner, to ascertain the views of the teaching staff, and to obtain the assistance of the various teachers' associations, the ultimate responsibility, of course, resting with the inspectors.

IX.—Efficiency of Educational System.

(*a*) *Inspector-General.*

We have placed on record our view that the Department has not been progressive; further that certain tendencies of late years have been reactionary.

It is apparent that the mere recommendations as to reform by the addition of new subjects or methods of instruction will prove valueless if the execution of the reforms be intrusted to supine or incompetent administrators.

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The educational head must be a man of vigorous mind. A great department cannot administer itself. The most cunningly devised scheme of regulations cannot dispense with some intelligent personal administration.

We are satisfied, not only by the current experience of the adjoining colonies, as well as by study of the English, Scotch, and other systems, that the educational head of the Department must be invested with—and, indeed, trusted to exercise a large measure of individual responsibility. His position is that of the intellectual centre of the system. Without an intellectual centre the system becomes inert. The Inspector-General should be in actual touch with the life and teaching of the school—familiar with its work, not merely by reading written reports or studying automatically ascertained percentages, but by actual observation of school work and teaching in the various districts of the colony. This is not a mere counsel of perfection, but is possible of fulfilment. It was the view formerly taken in Victoria of the duties of this office, and it is adopted in South Australia, and also adopted under conditions involving greater difficulty in New South Wales.

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(*b*) *Inspectors.*

The importance of an efficient staff of inspectors need not be insisted on. It should be numerically sufficient, and consist of well-trained men of good educational attainments. Further, an inspector should be a man of character and determination. He must be more than the combination of a scholar and reporter. No combination of examination and seniority tests is a sufficient guarantee of efficiency. Like the infant mistress, he should possess special personal qualifications for his position. His function is not akin to that of a detective or even an auditor. He is to judge school work, to encourage individual effort, to see that within the system the individuality of the teacher is allowed fullest scope, and that the faculties of the children are developed by sound teaching and complete organization.

The work of the departmental inspectors is not conducted under conditions that make for the exercise of these qualities.

There are not enough inspectors—even before the staff was reduced by retrenchment the staff was insufficient. The inspection of schools has suffered—it must necessarily be hurried. On this point the evidence of Mr. Frank Tate and Mr. H. F. Rix was very pronounced.

Mr. Tate stated the area of his district was 5,400 square miles, with 136 schools. Each school has to be examined twice a year—once for method, once for results—the work involving sometimes driving 20 or 25 miles per day; in fact, this inspector has to spend two-fifths of his time in travelling. The result is that the work is conducted at extreme pressure, and the inspectors have insufficient time to keep up with educational progress. In the schools themselves it was stated that the inspectors are too much overworked to fully test how knowledge is being acquired—that is, the method of teaching. The result system also narrows the work of the inspector as well as of the teacher—the school work tends to become cramped and mechanical. The success of the system, to adopt the language of this witness, depends ultimately upon the personality of the teachers and the inspectors. Teachers are needed who have culture and knowledge of the best principles of education. Having those principles, they should have liberty to carry them into practice. The system tends to make teaching cramped and mechanical, and is utterly condemned. The opinion was expressed that if the English method of inspection were supplemented by an examination, if necessary, by the inspector, very great good would come of it.

Mr. Rix was very pronounced as to the difficulties under which the inspectors' work was carried out, and the fact that justice to education could not be done under the system, and as to the necessity of annual conferences of inspectors.

The advantage of the Teachers' Associations making suggestions to be considered by the inspectors, and the benefits to be derived from the circulation of ideas as to teaching, were repeatedly urged by witnesses.

Many of the inspectors' reports pointed out year after year the necessity for reforms and amendment. Although generally (not invariably) printed, there is no evidence that these reports receive the attention they deserve.

Practically there is no circulation of ideas in the Department, and the more progressive section of the inspectors are in the position of having their reports received without attention, or most of their suggestions ignored at such conferences as may be summoned.

The position of an inspector in a live system would be vastly different.

He should be charged with the responsibility of actually judging the value of the work done; should make himself thoroughly acquainted with methods of training by actual observation of the teacher at work, and by other suitable methods, and reporting to a Chief Inspector who has personal grip of the system. The results of such judgment should constitute the teacher's record.

This system has long been in full force in New South Wales and South Australia, and though the teacher's salary is fixed in those colonies, all experts—from Mr. Brodribb in 1887, and Messrs. Topp and Main, in 1888, to the present day—agree that the industry and enthusiasm of the teaching staff is quite equal to that in Victoria. The consequence is that, untrammelled by mechanical restrictions impelling to a policy of cram, the school work becomes more free and efficient, the teacher is emancipated, and the inspector can fulfil his highest functions in encouraging and co-operating with the teacher in the true education of his pupils.

No danger need be feared in proceeding to the abolition of the system of payments by results in the mode indicated in this Report. In this connexion, however, we desire to insist on the strength it will give to the system of inspection. No doubt it will invest the position of an inspector with more responsibility than at present; but this should be inseparable from the office. An inspector will have to report on the teacher, and his report will largely determine the teacher's record and future. Responsibility must rest somewhere, and to seek to evade its necessity by a mechanical method of measuring intellectual work of teaching is to lessen the intellectual element and to increase the mechanical element in teaching itself.

During recent years, vacancies in the inspectoral staff have been filled by the promotion of teachers, the essential qualifications being apparently scholastic ones. These by no means guarantee the possession of all other necessary qualifications. If life is to be infused into the system, the very best men must be obtained, whether from within or without the Public Service. Some of the evidence given before the Commission showed that some disinclination exists among a part of the staff to take the responsibility of making reports which might involve a lowering of teachers' salaries for inefficient teaching. We trust this is not a general feature, and would prefer to believe that the unwillingness to take responsibility is less a personal defect inherent in any of the inspectors than the outcome of a system by which responsibility has been withdrawn from them. If invested with this responsibility it would speedily come to be exercised wisely.

. . . .

But the narrowing effects of the system must weaken the sense of responsibility. A perusal of the confidential instructions issued by the Department to inspectors tends to establish this. A machine-like system makes machine-like men, and the unsympathetic attitude of the Department to its inspectors' reports, and its apparent indifference to their contents does not tend to develop initiative but rather to smother it.

A comparison between the Victorian instructions and the English code strikingly illustrates the difference between a regulation-bound system and the system of freedom. The whole tenor of the latter reveals a policy of confidence in the work of men of character and ability. The visits are not intended as visits of surprise or of an inquisitorial or detective character, but to enable the inspector to judge of discipline and organization, and to aid teachers by advice or discussion.

It is obvious that the restraint on teachers and inspectors in this colony must have the evil effects deposed to by nearly all the witnesses before the Commission and supported by the answers and testimony of educationalists of note, and the nature of the inspector must be "subdued to what it works in."

Investing the inspectors with the greater powers and increased responsibilities, a course involved in the abolition of the result system, would speedily increase the ability and sense of responsibility of the abler men.

. . . .

There is little doubt, therefore, that the staff could be made to respond to the request, and we have no doubt would gladly welcome it

Of course this involves the continuous selection of men by some more effective procedure than the existing Public Service Board methods.

Inspectors' conferences should be periodically held, and the results and questions discussed printed in the Annual Report presented to Parliament.

Inspectors should report annually, and not biennially. Their reports should be printed. The practice occasionally pursued of eliminating recommendations from the report of an inspector because they are against he Department's policy at the time is open to serious objection. It involves the suppression of criticism from what may possibly be the only sources whence the public can receive information.

Dr. Pearson, speaking on this subject on 29th March, 1890, said:—

"Parliament and the country had a right to know from the inspectors, as experts, whether the system was doing good work, and if the Department once adopted the practice of suppressing unfavorable reports, or unfavorable passages in them, and printed only their favorable reports, the consequences would be most deplorable."

In strong contrast to the resentment of criticisms of the Department's policy is the English system, where, on the abolition of payment by results (payment to school authorities, not teachers), the departmental report contains the inspectors' statements, frankly approving or condemning the new policy according to the conscientious judgment of the individual inspector.

We are of opinion that the periodical exchange of inspectors in the various districts both town and country, would be of great advantage to the educational progress of the colony, and tend to vitalize the whole system of inspection.

(c) *Teachers.*

The teachers' organizations should be encouraged to hold conferences, and the resolutions arrived at should be formally presented to the Department and be included in the Annual Report.

Circulars of instruction should also be issued by the Department. District libraries of reports and works relating to education should be established. The library of the Education Department should be modernized and enlarged. It should be extended, completed, and kept up to date by arrangements being made to get promptly all the records from the leading official world centres.

The hostile attitude of the Department, at all events in the past, to the abolition of the result system seems to be in the fear lest paying the teachers fixed salaries would result in their work being careless and indifferent. We see no reason to fear this. On the contrary, every member of the Commission is impressed with the fact that as a class the teachers are a body of men that the community may feel proud of. They include very many enthusiastic men, who display the keenest interest in their life-work. It is their life-work, for it must be remembered that it is seldom used as an avenue to another career. Even the disabilities and deprivations to which they have been subjected during the retrenchment period have not destroyed the interest taken in their work, although disheartening influences have undoubtedly existed.

We feel that the teaching staff is capable of doing work of a very high order if freed from the trammels of the result system. The Commission is satisfied as to the enthusiasm of the teaching staff as a whole, and when it is remembered that this has been maintained in the face of discouraging retrenchments and losses of promotion on every side, it is doubly gratifying. We are quite satisfied that with a reorganization of the administrative and inspectoral staff a class of teachers already exists both

capable and willing to assist in reforming our system, and at least bring it up to the level of other countries. The result system might have been necessary when the only teachers available included a large number of unqualified or partly qualified men, but this cannot be said of the present staff.

(*d*) *Pupil Teachers and Monitors.*

The existing method of appointment of pupil teachers has been brought under our notice, and it would appear that there is room for reform in this direction. It has been stated in evidence that a life tenure is given to pupil teachers of one year's standing, and that these teachers may have been seen only once by the district inspector. In view of the excessive competition which exists for appointment to these positions in Victoria, we think that some stricter supervision should be exercised by the Department over pupil teachers with a view to ascertain their capabilities, apart from the ability to pass mere examinations, before they receive the status of teachers. Even in England, where the conditions of the teaching profession are such as to make it a matter of difficulty to obtain suitable pupil teachers, it is found necessary to impose guarded conditions as to special recommendation by an inspector, and we believe that the adoption of a similar plan in this colony would tend to improve the class of pupil teachers. Mr. Inspector Rix expresses the opinion that "it must affect the service injuriously to give a life tenure to failures as teachers, and it is most difficult to get rid of them under the present order of things."

The practice of the Department of withdrawing first-class pupil teachers from their schools for relieving duty, and the substitution of monitors or 6th class pupils, is one that, in our opinion, must seriously affect the efficiency of the schools, and from the evidence placed before us it is clear that this practice during a recent period has become unfortunately too prevalent. One witness, giving evidence on behalf of the Victorian State School Teachers' Union, referred to a complaint made by a metropolitan head teacher to the Union, that on a given day no less than eight pupil teachers were withdrawn from his school staff for relieving duty, or from other causes, and their places filled by 6th class pupils. This fact points to a remarkable want of organization on the part of the Department, and shows clearly the necessity for a properly maintained staff of relieving teachers. It is to be remembered that under such conditions as these, head teachers are compelled to work for result examinations, and it is only necessary to mention this fact to show how unfair is the practice of sending pupil teachers on relieving duty—not only to the teachers, but to the pupils. We have previously referred to the report of Messrs. Main and Topp, and although attention was directed by them in that report as far back as 1889, to the great disadvantage laboured under by the schools through the withdrawal of pupil teachers for relieving work, and the consequent prejudicial effect on the efficiency of the schools, no attempt has been made by the department to effect a remedy, and, in fact, the evil has been greatly intensified.

One effect of the passing of Act No. 1302 in 1893, was the appointment of monitors to a limited extent in certain schools, and we think that the employment of monitors is to be commended, provided their duties are such as to afford training in school work, and to enable them to qualify for the higher position of pupil teachers. We desire to point out, however, that the monitorial system is one that is open to abuse, and that strict care should be taken to clearly define the limits and the nature of the teaching work expected from them.

(*e*) *Result System.*

As stated in our preliminary remarks, our Commission does not specify this subject, yet its scope includes an inquiry as to the means to be adopted for the better provision of a systematic and graduated course of technical instruction. We feel it would be futile to make mere recommendations, without considering whether they could be duly carried out with the existing methods of testing school work. We were consequently compelled

to make a thorough inquiry on the subject of the present system of payment of teachers by results of examinations.

We have had a large amount of evidence placed before us by inspectors of schools, and teachers' associations, and also by teachers independently of these associations, as well as by others interested in the subject; and we also made the system the subject of inquiry and study.

In addition, statements from competent authorities have been furnished, setting forth the arguments both for and against the continuance of the result system. . . . . .

The principle of payment by results was adopted in Victoria by the Board of Education in 1863, and the object of the Board in introducing the system is stated to have been twofold—(1) to induce greater assiduity on the part of the teaching staff, and (2) to advance the minimum standard of efficiency in primary schools. We can well conceive that at this early stage in the history of the educational movement in this colony, some such policy was absolutely essential, and as will be shown further on, the position of Victoria in regard to educational matters was at that period very similar to that of England under the revised Code of 1862. At a time when the educational system of the colony was only partially organized, when the training of teachers had not been undertaken, and the necessity for uniformity existed, there is no doubt that the Board of Education had strong reasons for inaugurating the system referred to, and that valuable work was done. That the deficient qualifications and training of teachers were largely the reasons for the introduction of the system is evidenced by the statment of Mr. H. P. Venables, then an inspector of schools, who, although a firm advocate of the result system, in referring to payments by results in one of his reports stated that—"Could a thoroughly efficient and skilled teacher be secured for every school its necessity would become in a great measure obsolete." It is purely a tentative system.

The system adopted in 1863 has been modified from time to time in regard to methods of examination, concessions as to "age test," the standard of examinations and the introduction of a merit grant; but the general principles of the system have practically remained unaltered to the present day.

One prominent feature of the evidence laid before us by the administrative officers of the Department and by other witnesses was that in considering the advantages or disadvantages of the result system, the effect upon the teaching staff was assumed to be of the first importance, while the effect upon the child was only looked upon as a secondary matter, deserving little or no consideration. While it is important that the teaching staff should work under the best possible conditions the question of paramount importance is the effect of the system upon the children whom the State has undertaken to educate. From this aspect the result system is injurious in the extreme.

It is admitted by the advocates of the result system that one object aimed at is to secure uniformity of work, and, in our opinion, this uniformity is detrimental, not only to the weak and backward children, but also to those who are brighter and more intelligent. The striving after a uniformity of standard has led to a system of cramming, concerning which the complaints on all sides are most bitter. It is pointed out by the Senior Inspector of Schools (Mr. Holland) that this tendency is more marked in the large town schools where high percentages are obtained than in the smaller country schools in which the percentages are only normal, and it will thus be seen that cramming is most prevalent where it is also most injurious—in the schools with large attendances of pupils. The mental effect of a system of forcing dull and backward children must be of the most injurious character, and we can easily understand that the school life of such children must be unattractive and unhappy. One of the oldest inspectors in the Department has stated in evidence that the result system "limits the development of intelligence in a child," and it has been shown conclusively that under this system the bright intelligent pupil is kept back, and attention is directed to securing only the minimum standard of efficiency, or, as one witness aptly describes it—"a forcing up to and a pruning back to an arbitrary pass standard." The effect of the system of payment by results is one

that demands serious attention, it being clear that much of our educational work must be largely neutralized by a system of cram on the one hand, and of retarding influence on the other. The true ideal of education is to encourage and stimulate as far as possible the individuality of pupils, and not to turn out machine-made products. It has been stated with evident pride by one of the inspectors of schools that the country child receives precisely the same education as the town child, but, in our opinion, this very uniformity is a serious defect of the system. Unless more freedom be given to members of the teaching staff to teach broadly and effectively we must be content to retain a mechanical unpractical system of education, and to lag behind more progressive peoples.

That the character of the education afforded our children, apart from the considerations referred to above, has been prejudicially affected by the operation of the result system has been abundantly proved by our investigations, and the opinion has been generally expressed by educationalists of standing that the outcome of such a system can only be mechanical and restricted teaching. This must necessarily be so from the fact that the examinations, upon which a portion of the salaries of teachers depends, are in themselves mechanical and restricted. Mr. Inspector Rix states that—"the chief object of result examinations is to assess salaries rather than to test the value of the education given," and this opinion is borne out by the evidence of teachers generally. Another witness, Mr. Frank Tate, says—"The examinations under present conditions test facts, not mental developments. . . . . Teaching becomes narrow and illiberal, examination becomes stereotyped, and classification and promotion (of teachers) automatic."

Dealing next with the effect of the system upon the teaching staff, there has been a solid array of evidence to show that the system is most inequitable in its operation, and that as a matter of fact it fails in one of its first objects, the rewarding of good work and the punishment of inefficient teachers. It would naturally be expected that in a system designed to secure the best possible effort on the part of teachers, and one in which a portion of the teacher's salary is affected, the methods of examination would be most complete and searching. We find, however, that the greatest dissatisfaction exists throughout the teaching staff, and that the examinations are hurried and superficial, and many of the inspectors complain that they are unable to discharge their duties to their own or the teachers' satisfaction owing to the overpressure of work. This complaint is made, both in town and country. Surely a matter of such vital importance as the testing of the work of our educational system demands the most careful and painstaking examination from the point of view of efficiency alone, but when it is remembered also that in addition a portion of the income of teachers must depend upon the examinations, then it becomes a matter for serious reflection. We find further that by the operation of the result system, teachers are in many cases not paid on the results of their own work, but on the results of the work of other teachers in the same school. Thus Mr. Inspector Summons in his evidence points out that in a school of 27 teachers, only seven were paid by results, while the remaining teachers (pupil teachers and monitors) were paid fixed salaries. Thus the result payment to the head teacher and assistants depends largely on the work done by the junior teachers of the school, and this is the case in all large schools throughout the colony. The teachers' result payments are also affected sometimes very considerably by circumstances over which they can possibly have no control, such as epidemics, absences from examinations, etc.

With an imperfect system of examinations, and varying conditions affecting the work of teachers, it is only too easy to understand that the system has become unpopular amongst the class which it so largely affects.

It is implied that our teachers are capable only of doing effective and honest work by the application of some such system, but the experience of the other colonies goes to show that this is not the case, and that no evil results have followed the absence of such an "incentive" to work. It is pointed out by Mr. Inspector Rix in his statement appended, that during

the suspension of payments by results in Victoria in 1886-87, our teachers worked as hard, if not harder, than they had done before or since. Even admitting that a small percentage of the teaching staff requires spurring to increased exertion, it can hardly be argued that this is a sufficient justification for the larger body of hard-working teachers being penalized and limited by this system.

Summarizing the objections which have been urged by witnesses and others against the retention of the result system, it is pointed out :—

1. That dull children are unduly forced, while brighter children are kept at a stand-still.
2. That "cramming" is encouraged, and true education sacrificed to instruction.
3. That it is a test of fact-acquisition rather than of mental development.
4. That the teaching is narrow and cramped, instead of being liberal in spirit.
5. That the inspection is mechanical, and relies largely upon the individual and written test, which is inapplicable to many subjects.
6. That teachers are often paid on the results of work of other teachers.
7. That teachers often suffer in their result payments through causes beyond their own control.
8. That the system is in operation in no other English-speaking country.
9. That it is not essential to the honest performance of work, this being demonstrated by teachers of other colonies.
10. That proper recognition cannot be given to primary technical school work while such a system remains in operation.

. . . .

After having fully considered the operation and bearing of the result system in Victoria, we have arrived at the conclusion that under this system it will be impossible to introduce the subjects of practical education into the curriculum with any degree of success, and that our recommendations in regard to these subjects will be of no avail while the existing methods of controlling and testing school work continue. Bearing in mind the importance of bringing our educational system up to the level of other countries, and also the prejudicial effects of the result system, even on the present curriculum, we are compelled to recommend the total abolition of the result system, and the substitution of a system of payments of fixed salaries combined with a searching method of inspection in lieu of individual examinations by the Department's inspectors in all schools which maintain a fair degree of efficiency. The school work should be tested, as far as possible, by class examinations as well as by general methods of inspection, and the visits of the inspectors should not be at stated periods. Examinations by the inspector should not be resorted to where he is able to satisfy himself that a high level of efficiency is being maintained. Power should be given to retain schools under the present examination system where there appears to be any deterioration of work or lack of energy on the part of the teachers of a particular school. That this alteration will entail greater responsibility upon inspectors is admitted, but we hold that this responsibility is absolutely necessary in the best interests of our educational system.

(f) Recent Changes by Legislation, Regulations, etc.

. . . . We publish with this Report a statement furnished by the Secretary for Education, setting forth the details as to retrenchments carried out by legislation and by administration [see below Appendix], and a glance at this statement will show conclusively that the zeal for retrenchment has evidently outrun the discretion of the administrative heads of the Department, and will leave no doubt in the minds of the public that our

national system of education has been considerably impaired, and that the movement of the Department has been one of retrogression rather than of progress.

Amongst other items, we would especially refer to a saving of £7,700 on the training of teachers; a reduction in teachers' salaries and result payments of £128,091; the abolition of bonuses to head masters for training pupil teachers; a saving of £7,000 by the withdrawal of scholarships; a reduction in the number of truant officers, which involved a decrease of expenditure of £6,000; the stoppage of kindergarten expenditure; a saving of £37,000 by amalgamation of schools; a reduction of £7,000 in grants for the maintenance of school buildings; a considerable decrease in expenditure in the erection of new buildings, and a reduction of £8,000 on the maintenance of technical schools.

It is difficult to believe that a reduction in the expenditure of the Education Department of nearly £200,000 per annum could be effected without some corresponding deterioration in the character and value of the instruction given in our State schools, and although in some few instances we recognise the necessity for retrenchments, owing to expenditure having been increased in the more prosperous years, yet we are satisfied that the system has been injured. It is important to notice, too, that under this policy the services of some of the best members of the teaching staff were lost to the Department by retirement, and it is significant to note that for the sake of an immediate showing of saving, the pension list of the Education Department was increased from £23,982 in 1891-92 to £72,081 in 1897-98; while teachers, many of whom were in the prime of life, were enabled to withdraw from the Department with pensions, and to enter into competition with private teachers less fortunately placed, and with workers in other avenues of employment.

. . . .

In November of the same year (1893) an Act was passed reducing the minimum and maximum salaries to be paid to teachers in each class, and although this legislation did not affect salaries paid at the time of the Act, it applied to all new appointments and to teachers promoted from one class to another. In his statement on the effect of regrading schools, Mr. Inspector Rix refers to the operation of this Act, and remarks that the Act "could have no other effect than to retard promotion by merit," and that a teacher would take at least 31 years, if he got promotion from class to class without a single day's delay, to pass through the five classes. The result of this legislation must be that the teachers in charge of our most important schools will be men far past the prime of life. Even before the retarding influence on promotions of teachers caused by the passage of this Act (No. 1334) it was recognised by competent authorities that the slow rate of promotion must have a prejudicial effect, and Messrs. Main and Topp, reporting on this subject in 1889, stated:—

"The fact that the head masters and head mistresses of the large schools in New South Wales are in the prime of life, while teachers in similar positions in Victorian schools have arrived at an age when the full physical vigour is in most cases considerably diminished, must have a tendency to give the schools of the former colony an advantage over ours."

And in their summary to the report, these gentlemen refer to "the greater prominence given to skill and industry in determining promotions in New South Wales, so that comparatively young men may hope to attain the highest positions."

Then again, in January, 1895, a further retrenchment Act (No. 1382), known as the Regrading of Schools Act, was brought into operation. . . .

We may here refer to the unjust operation of the 15th section of Act No. 1302, by which teachers in the first sub-class of their class are enabled to rise in classification with their schools often at the expense of more deserving teachers. . . . . .

All the witnesses examined by the Commission on the question were unanimous in stating that the policy of amalgamation of schools has been detrimental to the efficiency of the educational system, and that the supervision by head teachers has been weakened very considerably, more especially in the case of large town schools. . . . . .

The amalgamation of schools is admitted on all sides to have materially weakened the supervision of the schools affected. It is generally expected that, in addition to the supervision of the whole school, the head master should give the pupils of the senior classes the advantage of his superior qualifications, and we consider that this must be impossible where his attention is divided between two schools.

. . . .

After full consideration of the policy of amalgamation of schools, we recommend that steps be taken to discontinue the system, and that the existing adjuncts be made principal schools wherever their importance demands it, or reconstituted as independent infant schools if practicable.

Other changes were effected by departmental regulations and administration, by the reduction in number of the inspectoral staff, and in the amount of their travelling allowances, the withdrawal of special payments to teachers, reduction of expenditure on school buildings, and these, together with the increase in size of schools and classes, the appointment of immature teachers, the retirement of some of the most highly-qualified teachers, the lessening of prospects of promotion, with the consequent lack of incentive to industry and good work, have been injurious to the educational system.

Annual Reports.

After making a number of quotations from the Annual Reports of the Education Department for the years 1894–98, the Commissioners recommend that, in future Annual Reports, "the presentation of the official statistics and progress should be supplemented by fuller references to the educational questions of the day and the best thought of the Department as to the mode of dealing with them in actual work." The Commissioners comment with severity on certain statements in the Reports containing assurances of continued educational efficiency which they regard as having been published at a time when, as they believe, serious defects were impairing the growth and usefulness of public education. They urge that a Department should have "power to express an opinion or to utter a warning for the guidance of the public or Parliament as to the effect of any proposed change in the system or attack upon its efficiency."

They further express their opinion as to "the necessity of establishing some form of Council of Education to watch over the working of the system, that will fearlessly express its opinion of proposed changes in reports periodically presented to the Legislature. Such a body would keep in touch with educational progress in all its branches in other parts of the world, and would be a guarantee that a policy of stagnation could not long be pursued.

Education is largely controlled by such bodies in England, Scotland, and Ireland.

At this stage of the inquiry, we make no actual recommendation on this subject, but we believe it to be necessary to establish some such body.

At a further stage of our inquiry, when we have dealt with various branches of technical education in relation to rural industries, mining, and industrial pursuits, we will indicate in detail the principles on which such a co-ordinating body should be established.

We think its establishment essential, and are of opinion that it could be designed so as in no way to withdraw education from parliamentary control, at the same time proving of the highest assistance to the Legislature, and maintaining the public interest in the work of training the people."

The Commissioners' Report continues as follows:—

(g) Certificates of Exemption from School Attendance.

Under the provisions of the *Education Act* 1890, power is given to make regulations to determine the system upon which the standard of education shall be based. Evidence has been furnished the Commission as to the evil effects of granting certificates of exemption to children of tender years, it being possible under the existing regulations for children to obtain the

certificate as early as eight years of age. The evidence of teachers and others goes to show that the effects upon children of leaving school upon obtaining the minimum standard are most injurious, and in many cases likely to prejudice their future career. In England the minimum age for issue of a leaving certificate has been eleven years, and even then children were only examined at the special request of parents, with a view to their entering upon some employment; and during the current year the minimum age has been raised to twelve years. We notice also that it is a matter of general complaint in France that children leave school at too early an age. The school age is thirteen, similar to that in Victoria, but children are exempted from further attendance after obtaining the "Certificate of Primary Studies," which can be granted upon passing a standard examination for which the minimum age is eleven years. The standard adopted for examination is considerably higher than that of Victoria, and includes dictation, arithmetic, composition, reading and recitation, history, geography, and elementary science, while recently drawing and agriculture have been made obligatory. Needlework is also required for girls. The Victorian standard is a most elementary one, providing only for reading, writing, and arithmetic up to the standard of the 4th class.

Analyzing the school attendances in this colony for the year 1897, we find that the falling off in the number of pupils between eleven and twelve years of age, as compared with the number attending at ten years, is 7 per cent., while the decrease in the number of pupils in the next year of school life is 14 per cent., and the attendance of children over thirteen years of age is 28 per cent. less than the number attending at the first stated age. The Department, in its Annual Report for 1897-98, also states that during the year 1896 there were 11,346 standard certificates issued, and indicates that the average number of children of school age who failed to attend the required number of days, but who held certificates of exemption, during the year 1897-98 was 2,656. These figures clearly prove that a large number of children annually leave school without availing themselves of the full measure of education provided under the Act, and thereby fail to obtain the knowledge necessary to constitute the basis for continuation or technical school work.

We are of opinion that action should be taken by the Department to remedy this state of things, and to insure full advantage being taken as far as possible of the more advanced work of the State schools. With this object in view we would not only recommend that the standard of education be raised considerably, but that a minimum age of twelve years be fixed for the issue of the certificate of exemption. We consider that, having regard to the introduction of the practical education outlined in our recommendations which must largely be given in the senior classes, as well as to the future technical training of the youth of the colony, this alteration will be of immense advantage.

We think it desirable that the minimum of 40 days attendance in each quarter should be raised.

We are further of opinion that the extension of the minimum age for the issue of certificates to 12 years will not in itself provide for a sufficient standard of primary education for children in Victoria.

The Commission are precluded from recommending that the limit of the school period be raised from 13 to 14 years of age, as it does not appear to us that, with the course of instruction provided by the Department at present, the extended period could be properly utilized. The tendency in Europe is to enlarge the scope and elevate the standard of primary instruction, and the period devoted to this instruction also embraces longer hours daily and extended for a more lengthened period. It is by these means that a more extensive course of study in many European schools is made possible.

We are strongly of opinion that every effort should be made by the Department to gather into the schools as many children as possible. We notice from the Annual Report of 1897-98 that 26,000 children are reported as not being in attendance, and we are sensible that the absence of these children from the State schools is a serious national loss.

(*h*) *Scholarships and Exhibitions.*

From 1886 to 1892, scholarships were granted, ranging in number from 200 in 1886 to 75 in 1892, by the Education Department, under certain conditions as to minimum age, and also in the latter year as to the satisfactory passing of progress examinations; but, in 1893, owing presumably to the retrenchment policy of the then Government, State aid in this direction was withdrawn. Several colleges and grammar schools then stepped into the breach, and offered scholarships for competition among State school pupils, and this offer was taken advantage of by the Department, which accepted the responsibility of holding the examinations throughout the colony. We understand also that scholarships were last year granted by a city firm in connexion with commercial subjects. It has been stated that the Education Department intends reverting to the system in operation prior to 1893, and that 50 scholarships will be competed for at the close of 1900.

The granting of exhibitions by the Department dates from the year 1871, and these have been continued under varying conditions as to number, value, and tenure until the present time. The present conditions for competitions for exhibitions are that the candidate must be under seventeen years of age, have held a scholarship for at least two years, and have matriculated.

It appears to us that the whole system of granting of scholarships and exhibitions, whether under the former departmental régime or under the more recent conditions, is simply the natural outcome of the general tendency of present day State school instruction to foster literary acquirements at the expense of the practical side of education. The evidence placed before us on this matter clearly indicates that if opportunity were offered, the competition for scholarships in the direction of mining, agricultural, and art instruction would be exceedingly keen. Further, the evidence has shown that in the majority of cases scholarships have been gained by the children of parents who are in a position to pay for the higher education, and who do pay a large amount in fees for private tuition and coaching as a preparation for the scholarship competitive examinations.

While we favour a system of scholarships for literary or professional study to a limited extent, provided the granting of these scholarships is determined on judicial principles, we would also advocate the extension of the system, if anything more largely, in the direction of assisting youths to obtain higher instruction in rural and mining industries. We are satisfied that the fullest advantage would be taken by State school pupils of scholarships admitting to the Agricultural College at Dookie.

We therefore recommend that the present method of awarding scholarships be brought under revision by the Department, with the view of encouraging students who are not possessed of sufficient means to enable them to pursue their studies. An adequate number of such scholarships should provide for instruction in the Agricultural College and other technical schools.

We consider it important that in reviving the system of Government scholarships the Department should make such provision as will place this matter on a more liberal basis, and that full advantage should be taken of existing technical schools by extending the scholarship system to these institutions. When dealing with the question of agricultural and mining education in the technical schools of the colony this question will be further considered.

X.—Training of Teachers.

The efficient training of teachers is an essential part of any educational system. A blow was struck at the system by the closing of the Training College. The intention of the Department to re-open the College is good, but the institution to be useful should be on modern lines.

Some of the witnesses . . . . seemed not to appreciate the necessity for thorough training on the part of teachers. In relation to kindergarten and manual training, the prevailing impression was

that a little study of manuals would qualify a teacher for either class of instruction, and that a "beginning" or "attempt" might be made by teachers thus scantily equipped for their work. It would almost appear that in some quarters the same view was held as to science teachings.

No more mistaken view than this could be held, and it stamps those who hold it as quite uninfluenced by modern views as to education or the training of teachers.

It is to be feared that the Training College, like the kindergarten and hand and eye courses, is being designed in a hurry.

The college has been closed for years, and now that a Principal has been appointed from the staff of inspectors (Mr. F. Tate) we are of opinion that it is of the highest importance that before the college is re-opened the Principal should visit the United States and England and the Continent, and make himself acquainted with the organization of the best training schools in those countries.

Much of the success of the introduction of kindergarten and manual training and hand and eye training, as well as of instruction in elementary science, will depend upon the work of the Training College, and it is, therefore, necessary that, in arranging courses of study for teachers in training, the Department should pay considerable attention to the provision of a proper staff for these subjects.

The organizers about to be engaged in England for kindergarten and manual training should be thoroughly qualified to organize the teaching of the two divisions first named, and the Principal would be in a better position to lay out the work of these departments after their arrival in the colony.

The training of infant mistresses should be made a special feature of the work of the college. Infant teaching is doubtless of the highest importance. The lack of thoroughly efficient infant mistresses has been frequently insisted upon, both in the inspectors' reports and in the evidence of competent witnesses. A remarkable unanimity of opinion exists as to the desirability of making infant teaching—at all events so far as the infant mistress in charge of the infant division of a school is concerned—a specialty, and making appointments to such positions depend upon special fitness and qualifications for the work.

Advantage should certainly be taken of the re-opening of the Training College to provide for a series of lectures and experiments in connexion with dairying, agriculture, and other forms of instruction bearing upon rural industries, and there should be no difficulty whatever in securing the services of competent experts for this branch of work. The instruction afforded students in training in this respect should enable them not only to teach, but later on to furnish instruction to teachers gathered together in convenient centres, and thus the information gained at the Training College would eventually permeate the whole of the colony.

One feature of the course of training should be the thorough instruction of teachers in drawing, and there is no doubt that the services of the Inspector of Drawing, Mr. P. M. Carew-Smyth, will be available for the supervision of this most important work. It is largely by means of the trained teachers that better methods of drawing must be inculcated, and for this reason the instruction given at the Training College should be such as to fully equip teachers, and to enable them to extend the influence of the Training College to the remotest parts of the colony. The training in drawing in order to be thoroughly successful should include black-board work, and this should form an important portion of the examination for the licence to teach drawing. It is certainly anomalous that no provision has hitherto been made for training in black-board work and drawing from memory, seeing that it is by this medium the teacher must convey his ideas to the class under his control.

We are convinced that provided the latest information be obtained by personal inspection in other countries, and that an efficient staff of assistants be appointed to the college, the influence of this institution on the educational movement of our colony will be of enormous value.

We think that action should be taken by the Department to provide practising schools for young teachers, including those who may be

at the Training College, in order to train them in the work of small country schools.

It is necessary to point out that while the re-establishment of the Training College on sound lines will be of the greatest benefit there will still remain a large proportion of teachers who cannot possibly follow a course of training. This has been recognised in the past by the provision for the training of pupil teachers. After careful investigation we have arrived at the conclusion that the present system of training pupil teachers is faulty, and should at once be amended. The head master's task of holding pupil teacher training classes after a full day's school work is a very hard one. It presses with equal severity on the pupil teachers. The pupil teachers themselves feel that the training obtained in this manner is insufficient to enable them to pass the necessary examinations for the teachers' course. Many of them, consequently, arrange for private tuition at their own expense. The pupil teachers are also worked too hard at school during their course. We think that a little better organization on the part of the Department would obviate the necessity for private tuition, and at the same time secure efficient training for the pupil teachers. It is recommended that pupil teachers' classes should be grouped, instead of as at present each head teacher being made responsible for the pupil teachers of his own school, and the result would be a greater concentration of effort and better training. We would strongly oppose the carrying on of training work immediately after the close of the school work. The school work of the pupil teachers should also be lightened. This recommendation will involve very little increased expenditure, and will greatly improve the training afforded the pupil teachers.

We have the honour to submit herewith a summary of our recommendations on the various matters to which reference has been made in dealing with the question of primary technical education.

SUMMARY OF RECOMMENDATIONS.

1. That a modified system of kindergarten be adopted in all schools above Class V., *i.e.*, where there are two or more qualified teachers, the system to be gradually introduced as teachers become qualified to impart instruction.

2. That the Kindergarten Certificate issued at the discretion of the organizer be accepted by the Department as an alternative qualification in the case of female teachers to the subjects of Latin, algebra, and Euclid, prescribed for the pupil teachers' course.

3. That the supply of kindergarten material be made wholly by the Department, parents to be allowed to purchase finished work if so desired.

4. That legislation be introduced providing for the special classification and appointment of infant mistresses.

5. That hand and eye training be gradually introduced into the State school curriculum by duly qualified teachers, and that special attention be paid to the training of teachers for the work.

6. That training centres be established for teachers in drawing, and that the privilege of allowing visiting masters the entry to schools and to charge fees be withdrawn, the services of such masters to be utilized wherever expedient in the training of teachers.

7. That the subject of manual training, by means of wood-working, be made a branch of the curriculum, and instruction be given at properly-equipped "centres," attention to be first paid to the efficient training of the

teaching staff. The Commission would strongly disapprove of the introduction of manual training except by instructors who are imbued with the educational spirit and aims of the work.

8. That the programme of instruction be amended, so that instruction in science subjects be no longer merged into a group of general lessons, but be arranged under the heading of "Experimental Science."

9. That the teachers be specially trained to impart instruction in elementary experimental science, and that the illustrations and subject-matter for lessons be largely drawn from local industries; and that the mere familiarity with text-books not to be regarded as a sufficient qualification for teaching.

10. That science apparatus be more liberally supplied to the schools, and teachers be relieved of the responsibility of providing same, or a portion of same.

11. That steps be taken to extend the system of cookery lessons by the equipment of "centres" throughout the colony as teachers become qualified, and the finances of the Department will permit, and that domestic economy and laundry work be made subjects of instruction.

12. That provision be made for a modification of the programme of instruction, with a view to the introduction and development of the new subjects recommended to be taught; the advice and assistance of the various Teachers' Associations to be sought in any alteration of curriculum.

13. That the number of district inspectors be increased, and that in the appointment of new inspectors attention be paid to teaching experience as well as scholastic attainments. That inspectors be transferred periodically from one district to another.

14. That inspectors' reports to the Department be made annually instead of biennially, and that such reports be published in full for the information of Parliament and the public.

15. That conferences of inspectors be held at least once a year for discussion of educational matters and matters affecting the Department.

16. That teachers' conferences be accorded departmental recognition, and that the resolutions of all conferences be submitted to the Minister of Public Instruction, and referred to the conference of inspectors for consideration and report.

17. That circulars of instruction and information be issued by the Department to inspectors and teachers.

18. That the system of testing school work known as the "result system" be abolished, and that inspection be substituted for examination in all schools maintaining a high standard of efficiency. Examinations to be retained in all other schools, but class examinations to be held instead of individual examinations as far as possible and inspectors' visits to be without notice. Power to be vested in district inspectors to bring schools under the system of examination at any time in the event of a decrease in efficiency.

19. That legislation be introduced providing that the staffing of schools be re-arranged so as to insure the employment of a larger number of assistant teachers, and a decrease in the number of pupil teachers on the staff.

20. That the permanent relieving staff of teachers be increased so as to avoid the withdrawal of pupil teachers from their schools.

21. That the policy of amalgamation of schools be discontinued, and steps be taken to re-open the present adjuncts as principal schools wherever their importance demands it, or reconstitute them as independent infant schools if practicable.

22. That the standard for certificates of exemption from school attendance be considerably raised, and the minimum age for issue of such certificates be twelve years. That the minimum period for school attendance of 40 days per quarter be raised, and that efforts be made by the Department to further enforce the compulsory provisions of the Act.

23. That of the scholarships proposed to be granted by the Department next year a number be provided for courses of study at the Technical Schools and Agricultural College.

24. That provision be made in the Training College course for instruction in kindergarten, hand and eye training, manual training, drawing, and

elementary science, and that opportunity be afforded the Principal of the College to visit Europe and America before the opening of the College, with a view to studying the progress of education and the methods adopted for the training of teachers in those countries.

25. That centres be established in the metropolitan area and the larger country towns for the training of pupil teachers, and that practising schools be established for the training of young teachers in the work of small country schools. That facilities be afforded teachers for attending vacation courses of lectures at suitable centres in kindergarten, hand and eye training, drawing, and experimental science.

CONCLUSION.

There may be those who object to these strictures on the primary system of education as being beyond the scope of the inquiry. A brief review of the position will show this objection unfounded. Technical education is but part of the general process of national education of which elementary training is the basis. The state of primary education must be constantly kept in view. Its backward condition not only stunts national development, but renders the establishment of technical schools difficult, and their work unsatisfactory. It is the appreciation of this that has produced the advanced elementary systems of Germany, France, and Switzerland, and is causing reform in the primary school systems of England, Scotland, and the United States.

The tendency in Europe at least is to extend the scope and standard of primary instruction, and there can be little doubt that the marvellous development of industrial skill and power of contrivance, as exemplified in the progress of science as applied to industry and commerce which the Continent now exhibits, has its roots in the primary schools.

It is idle to suppose that a superstructure of sound technical instruction in the practical application of the principles underlying our national rural, mining, and manufacturing industries can be raised upon the imperfect foundation of our present primary system.

It is obvious that a considerable part of the work done in agricultural colleges and technical schools should have been done in primary or continuation schools, this defect entailing loss of time on the scholars, while the larger mass of children, whose education stops short at the primary school, are quite insufficiently trained for the work of modern life.

Witnesses before the Commission were very decided in objecting to any undue extension of the programme of instruction in the primary schools that would increase the child's daily work.

In comparing the old-fashioned programmes of instruction, the development of the three R's theory, of the work of our State schools with the work of European schools, it is apparent that the latter is more comprehensive. Education occupies a higher sphere generally. An elementary school in Zurich is described by the English Commissioners in their report of 1884, in which irregularity of attendance is stated to be unknown. The children learn, in addition to rudimentary chemistry and physics, one foreign language, drawing, besides receiving object-lessons in natural history.

The period of school instruction is longer on the Continent, and thus a more comprehensive course of study can be imparted without resorting to the cramming system.

In Victoria, although the statutory age of school instruction is from six to thirteen years, the period of compulsory attendance is only 160 days in the year, and the system of granting exemption certificates to children of a very early age who attain a very low compulsory standard, operates to lessen the number of children that really obtain the elements of a sound education. Many children claim their exempt certificates at ten years, some even at eight years; and there can be little doubt that even at the later of these two periods sound considerations of national policy require that the child should be at school, and not either at work or running wild.

Germany and Switzerland are ahead of Great Britain and Victoria in this respect. In Victoria we attach a superstitious regard for the value of examinations. The point of absurdity is reached when a little child is certified to as educated. What is essential is not that the infant brain should be crammed to receive the inspector's certificate at a period when all its faculties of body and mind are hardly developed, but that those faculties should be unfolded by a certain number of years of sound teaching.

The period of compulsory attendance at school extends in Hamburg from six years to thirteen (seven years). Saxony prescribes a similar period. In Baden, Bavaria, and Zurich, children leaving the elementary school at the age of twelve, thirteen, or fourteen years are required by law to attend continuation schools for two or three years more.

These evening schools (say the English Commissioners in their Report of 1884) help to sustain a boy's interest in study at a time when he is likely to forget what he has acquired in the ordinary primary school. For the want of them apprentices or young workmen frequently find themselves too ignorant to avail themselves of the special technical instruction which they have the opportunities of obtaining, and on this account, and also because they serve to give the youth a taste for study at the time when he begins to appreciate the value of instruction, these schools have proved to be most serviceable to German and Swiss artisans in quickening their intelligence, and in affording them useful information bearing upon their trades.

Germany and Switzerland prescribe a longer daily attendance as well as more years of school life than Victoria does, and in the increased time a more liberal programme of instruction, and examinations are not pushed to the extreme point.

There is much to be said for extending the age of compulsory school attendance to fourteen years. National greatness cannot be built up on the labour of half-developed ill-taught children. If the diffusion of prosperity and comfort among the masses of our population be a fact, it cannot be essential to deprive our children of the opportunity for culture and improvement available to European children.

The evidence of the Commissioners in 1884 has been quoted above. Since that year, in 1896, Sir Philip Magnus, accompanied by other members of the Commission, again visited Germany, and after dwelling upon the enormous advances made since the visit of the Commission in 1884, stated:—

"The questions of longer hours, smaller wages, and the work of women and children are to some extent involved, as we have said, in the growing competition which the manufacturers of this country have to face, but we are convinced, from our inquiries, that there has been in the past, and that there is still in progress a levelling up of the inequalities between the physical and social condition of the workers here and those in similar trades abroad. In all skilled industries the wages in Germany are rising, and the hours of labour tend to decrease. *Child labour has practically disappeared in German factories, as in no case at any works visited by us did we see any children employed.*"

The united wisdom of the great German nation has fully decided that the best use to put their children to is to train their minds, bodies, and characters, and that well trained children constitute their chief national resources. The whole of the report last quoted is a record of marvellous industrial development consequent on education, and accompanied by increased devotion of money and intelligence to an ever progressive system of education in all its branches.

A restricted school period, a limited course of primary teaching, a withdrawal from school at an early age—for either desultory employment, or hard manual work on the farm, or unskilled labour—will leave the Victorians an unprogressive people.

It appears, therefore, that a reorganization of the educational system in this respect is essential if we desire to attain the level of the European countries we have named. But the community as a whole must be persuaded of the value of a sound national system before this reform can be consummated.

The poverty and want of purpose of the life of many dwellers in town and country, the early disappearance of the results of a very rudimentary training, the absence of real ideals that must characterize an unsufficiently trained people, must be conspicuous among the causes that make for arrested social development.

In Australia we lack many of the stimuli to progress presented by the social transformation and scientific and literary movements of the nations of Europe. Unless our intellectual development attains its fullest proportions, we may find ourselves permanently outside the world currents of progress. These considerations go to show that education of the very young should be at least as broad and comprehensive as in the old world. This from the personal or humane point of view.

From the material or business standpoint the world competition in commerce, production, and industry also requires from these communities complete educational equipment. The greatness of a nation must rest upon the training of every class of the community. A nation is not redeemed by the genius of a few able men. The nation as a whole must be trained, and nowhere should the training be more thorough, more earnest, or more fully permeated by a deep love of the spirit of learning as developing faculty, broadening life, and strengthening character than in the primary schools.

Doubtless reform on these radical lines will involve a recasting of our educational system as a whole. That such a reform will involve further cost cannot be gainsaid. That educational reform is at the root of progress in the nations of Germany, France, Switzerland, Great Britain, and the United States is unquestionably true. Without it the developments in manufacture, commerce, and science would not be possible. Other social reforms, whether taking the form of legislative action or not, may clear the ground for progress or tend to secure more just social conditions, but the fundamental truth that national progress depends on character and ability, and these largely upon training, brings the paramount importance of educational reform into bold relief.

The issue is whether an ill-trained people can worthily uphold its part either in production, industry, or commerce with the best disciplined communities? This is the question to be faced by this community, whose duty in the immediate future is to decide whether the sacrifice involved in the answer will be made.

This Report was signed by all the Commissioners, one signature, that of Mr. Charles R. Long, being "subject to protest."

APPENDIX.

RETRENCHMENTS IN EXPENDITURE OF EDUCATION DEPARTMENT.

EDUCATION DEPARTMENT.

Statement of Expenditure for the Years 1891-2 to 1898-9.

	Act 1133.		Act 1334	Act 1382.				
—	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	Estimated 1898-9
	£	£	£	£	£	£	£	£
Total Expenditure (exclusive of buildings)	790,026	747,521	662,546	637,717	604,874	598,522	602,088	630,974
Administration	49,040	45,388	38,351	30,698	29,590	29,971	30,531	29,747
Training	7,737	7,098	3,657	—	—	—	—	—
Instruction	654,492	628,077	554,407	506,527	478,844	476,738	477,455	494,958
Teachers' Salaries and Results	565,287	551,025	506,000	464,885	440,352	438,183	437,196	448,643
Singing	8,500	7,777	77	—	—	—	—	—
Drawing	6,090	5,292	844	659	372	372	250	—
Drill and Gymnastics	4,552	3,080	1	10	—	—	—	—
Travelling Expenses—Inspectors	5,578	5,420	4,363	3,069	2,900	2,958	2,939	2,970
Teachers	3,661	2,578	3,196	2,026	1,980	1,960	1,746	1,800
Teachers of Singing and Drawing	778	761	4	—	—	—	—	—
Allowance to 5th Class Female Teachers	6,599	4,112	1,733	10	—	—	—	—
Bonuses—Singing, Drawing, & Pupil Teachers	5,842	5,570	1,224	7	50	—	—	—
Kindergarten, etc.	526	343	210	103	—	—	—	245
Exhibitions	1,875	2,059	2,087	1,077	1,848	1,457	1,420	2,000
Scholarships	7,130	5,883	3,936	2,078	580	—	—	—
Maintenance	37,461	33,461	30,288	29,279	29,230	29,690	30,189	30,900
Melbourne University	11,750	6,750	4,750	4,750	3,250	3,250	3,250	5,250
Technical Schools	29,316	17,065	10,843	11,978	14,773	11,999	11,908	14,500
Pensions paid from Special Appropriations	23,082	31,443	42,764	62,467	75,210	71,624	72,081	73,200
Buildings and Rents	65,169	28,272	8,930	6,651	9,932	10,897	13,101	31,480
Percentage Deductions	—	12,390	31,427	27,334	23,993	22,893	18,566	10,479

1897-8 AS COMPARED WITH 1891-2.

THE PRINCIPAL ITEMS OF RETRENCHMENT ARE AS FOLLOWS:—

Singing, Drawing, and Drill	£19,100
Bonuses, Pupil Teachers, and Singing and Drawing	5,842
Scholarship	7,000
Training	7,700
Compulsory Clause, Truant Officers, etc.	6,000
Technical Schools, Maintenance of	8,000
Teachers' Salaries by reduction in number of Assistants, Act No. 1302.	11,000
Teachers' Salaries by regrading of Salaries, Act No. 1334 (Estimated)	45,000
Teachers' Salaries by regrading of Schools, Act No. 1382 (Estimated)	80,000
Amalgamation of Schools	37,000
Administration	9,000
	£235,642

(iii.) THIRD PROGRESS REPORT, JULY 10, 1900.

The Third Progress Report consists of a report by Dr. Cherry, of the University of Melbourne, on "Technical Instruction in Great Britain and Europe."

(iv.) FOURTH PROGRESS REPORT, SEPTEMBER 17, 1900.

The Fourth Progress Report deals with a number of important questions connected with (1) agricultural education and (2) the administration and reform of education in the the modern democratic State. The document as a whole is one of the most important papers issued of recent years on these educational problems. The Report was received too late for detailed analysis but the following extracts will suffice to show the chief suggestions of the Commissioners in regard (*a*) to the teaching of the elements of agriculture in primary schools and (*b*) to the establishment of a General Council of Education for the purpose of stimulating educational thought and practice and co-ordinating the various types of educational activity.

(*a*) Teaching of Agriculture in Primary Schools.

The Commissioners recommend, *inter alia* :—

1 That a scheme of instruction in experimental science to form the groundwork of agricultural teaching, be prepared and adopted in connexion with the State school curriculum.

2. That facilities be afforded by the Department of Education for the instruction of State school pupils in the rural districts in the rudiments of agriculture, horticulture, etc., and for the establishment of school gardens wherever practicable; and that arrangements be made for the training of State school teachers for this purpose, the Burnley School of Horticulture, amongst other agencies, to be utilized.

(*b*) The Functions of a General Council of Education.

In our Second Progress Report, dealing with manual and practical training and primary education, we showed clearly that the Education Department, so far from having kept pace with the progress of the education movement in other civilised countries, could scarcely be said to have maintained its own standard of efficiency in many respects, and had not kept abreast of modern progress. We were oppressed with the feeling that the community possessed no guarantee that in educational matters a progressive policy would be maintained. For these reasons we indicated our view that it would probably be found necessary to provide some safeguard for the maintenance of a progressive system of national education by the constitution of some form of council, which, without in any way derogating from the principle of parliamentary control, or Ministerial responsibility, would be enabled to watch over education, report upon the work of all educational agencies, and generally keep Parliament and the public informed of all shortcomings on the part of the various departments, and present such criticisms, information, and suggestions as would secure continuous progress. It was then thought that the further consideration of the constitution and scope of such a body as is here indicated might be deferred until the Commission had inquired into the working of the technical schools of the colony, dealt with questions affecting their reorganization, and determined what should be the relations existing between the primary schools, the technical schools, and the University. The investigation which has been made into the subject of agricultural

education, however, raises the question at a somewhat earlier stage, and it appears impossible to deal in a comprehensive manner with the subject of reform and extension of agricultural education without considering it.

We are convinced that the mere recommendation of a better form of organization, of correct curricula, and of more scientific methods of instruction, even if such recommendations were promptly carried out, would be far from inaugurating a reform that would be permanent. This can only be secured by the creation of some permanent organization that will insure the system adopted being continuously progressive, and also continuously administered in a sympathetic and intelligent manner.

In Victoria, the reaction that set in against political management some years ago resulted in the creation of what were designed to be non-political permanent boards, controlling certain departments, independent of what was thought to be the evil influences of political interference. The cause of agricultural education has been the subject of experiment of this character.

From what we have already said as to the work of the Council of Agricultural Education (an irresponsible board), this body has very imperfectly realized the scope and purport of agricultural education, and by no means kept in touch with other countries in this respect, and has in particular fallen far short of what has been achieved by the Government departments of South Australia and New South Wales. On the other hand, we are confronted with the fact that the same charge of insufficient progress has been thoroughly established against the Education Department of Victoria. So, in the light of our own experience, neither system seems to have been a success in the matter of education, and some reform is absolutely essential. Neither the Government Department itself, nor the Council, independent of external control, appears to possess the necessary capacity for progress.

One of the great problems confronting us in Victoria is how to stimulate sufficient general interest in education so as to secure continuous effective criticism, which is the essential condition of vitality. Policies of retrenchment, brought into operation through political exigencies, have been pursued, to the great detriment of the educational system, without any danger signals being held out warning the community of the mischief being done. Experience proves that it is not reasonable to expect permanent officials of a department to publicly protest against a policy determined on by their political head. In fact, the policy determined on must be carried out by those officials, whatever their own views may be, in such a spirit as to warrant the public in the belief that they are heartily in accord with it. Under our public service system, which in its operation appears to be largely mechanical, not only as to appointments, but also as to promotion and increase of pay, it is not safe to expect that reforms will be from time to time actively initiated, or, if initiated or suggested, will be adopted or carried out, notwithstanding that among the inspectors and teachers are included a very large number of enthusiastic educationists. The system hitherto in operation has discouraged initiative, and has not welcomed suggestions. Experience has shown that there is no circulation of ideas, and that a great deal of public inquiry and criticism has been necessary in order to arouse temporary activity. Neither the political heads, nor the permanent heads, judging the future by the past, can be relied upon to evoke from the teachers or officers those continuous suggestions of reform and instalments of progress that are essential to the success of education, and which inspectors and teachers are able, willing, and eager to furnish and execute. Again, and this applies to the work of a body like the Council of Agricultural Education, as well as to the Education Department itself, there is no means by which the public, as a whole, can judge whether the system is intelligent, successful, or progressive.

It is doubtless true that there is a feeling of unrest in the community as to our condition, and a vague recognition of the fact that we are lagging behind the world movement in educational reform. But no means exist for educating public opinion as to the extent of our deficiences, or the nature and true direction of desirable progress.

When one compares the almost total absence of discussion on educational subjects in Victoria with the position these subjects occupy in the literature and life and legislation of England and America (not to speak of Europe), it becomes apparent that the first condition of progress is to establish some healthy agencies of continuous vigorous criticism. The mere force of uninstructed public opinion has proved quite insufficient for the purpose to be achieved, and the work of occasional commissions of inquiry on the subject cannot be sufficient.

Agricultural education, a branch of technical education in the enlarged sense in which the term is used, cannot be regarded as an isolated department of inquiry. It forms part of a great system of national education. It cannot be said that public opinion in Victoria has yet realized any conception of such a system, but the ideal is not difficult to realize in thought, and should not be impossible to consummate in fact.

A national system, that would qualify the youth of the country for the performance of the task constituting their life-work, by not only training the memory, but by the development of faculty, aptitude, and character, beginning at the infant school, and culminating at the University; a system which would wisely co-ordinate all the departments, agricultural, mining, industrial and secondary education with higher education is essential, if we are to remain a progressive community. It would certainly be easier and less costly for such a national system to be carried out as a whole than for the present state of things in which primary schools, mining schools, agricultural colleges, secondary schools, and universities are all unrelated. What the Earl of Rosebery, in his speech at Chatham, on the 22nd January, 1900, said of England, is more than true of educational matters in Victoria—"I humbly think that in this country we live a great deal too much from hand to mouth. We do not proceed by scientific method. We go on the principle that things have carried us so well so far, that we are a noble nation, that we are pretty numerous, and that we have always muddled out right in the end. . . . . But I say this: that we are a people of enormous waste. We waste simply by not pursuing scientific methods. . . . . Germany is infinitely more painstaking and scientific in its methods than we are. . . . . In commerce, in education, and in war, we are not methodical, we are not scientific, we are not abreast of the more advanced nations of the day. And if we want to keep our place, we shall have to consider the lessons we have been taught in this respect. Depend upon it, however brilliant you may be, the tortoise of investigation, method, and preparation will always catch up and overtake the hare which leaves everything to the inspiration and effort of the moment." For instance, no relation exists between the primary school and the agricultural college. Many technical schools are so only in name. Both in agricultural colleges and in technical schools work is done that should be done in primary schools. To Lord Rosebery's reference to the absence of scientific method in England may be added that in Victoria we have no method at all of dealing with education as a whole.

What is wanted is a body that will watch over the work of every branch of the educational system, and see that the work of the respective parts is properly apportioned and duly carried out, that efficient means are afforded for the acquisition of the knowledge requisite in every walk of life, that the agencies for the supply of teachers, duly qualified, are in good working order, and that the whole is permanently alive to all legitimate movements of reform. It must be clearly understood that the ideal we aim at does not necessitate a mechanical method of teaching according to one pattern; far from this, it is essential that the various schools should be encouraged to preserve variety, spontaneity, and originality of method, which are essentials in education. Can the Government Departments of Education and Agriculture ever supply this? In our judgment they are powerless to do so.

The constitution of a General Council of Education should not be difficult to determine; and it should include representatives of the University, educationists, and men who combine intelligence, culture, and a zeal for the diffusion of education, and representatives specially qualified to deal with the various departments of education relating to primary and technical

education. It should include women as well as men. Secondary education should be represented. It cannot be said that the relation of secondary education to technical education—one of the great educational questions of England, Europe, and America—has ever been discussed in Victoria. No political or social considerations should be paramount or operative in the constitution of the council. Its functions should be to inquire into the working of the Education Department, and all the educational work of the colony, and to report to Parliament, annually, upon all matters connected with education. It need not be a paid body, and it is quite certain that the community would readily provide men and women of the necessary qualifications and attainments and zeal for this most important task. The council at first should be nominated. Experience would determine its value and decide upon the desirability of other methods for election or appointment. The work of such a council, if honestly done, could not fail to prove of the greatest possible value. Its reports would have entirely prevented the injury done in the recent past to our educational system. It could readily see that the various departments kept in touch with progress in other civilized countries, and that all reforms were examined and tested. It would be an independent authority as to the position and qualification of teachers of all grades. It would furnish Parliament and the public with the means of judgment. It would, without a doubt, be welcomed by all the teachers interested in the perfection of educational methods, and would keep the community aroused to the recognition of the essential importance of national training.

It is remarkable how the need for central control, or national co-ordinating agencies of some kind, has been widely recognised to be necessary of late years. Since our Second Progress Report, indicating the need for such a council, the educational movement in England has been crowned by the passage of the Board of Education Act of 1899, which came into operation in April of this year, and which is intended to largely centralize the control of all educational agencies in England, primary, secondary, and technical. There the educational movement has been unsystematic but active. The labours of educationists and public men have awakened the community of late years to the educational deficiencies of the country. A wealth of conflicting agencies in relation to technical instruction has succeeded in greatly improving the condition of affairs, and the educational revival has resulted in the continuous improvement of the primary system, the consummation of the great reform of abolition of payment by results, the emancipation of the teachers, the founding of higher-grade schools, the widening of the curriculum, the introduction of sound kindergarten methods, the establishment of manual training, the teaching of experimental science, and movements for the better training of teachers. It has resulted in the creation of schools by municipalities, guilds, county councils, and other bodies, for the distribution of large sums of money by the Department of Science and Art, and has established the beginnings of agricultural education. To this end much legislation has been necessary, and many inquiries by Royal Commissions, conferences, and departmental committees have taken place. These movements have been assisted, stimulated, and supplemented by great societies like the National Association for the promotion of Technical Education, by the publication of journals connected with secondary and technical education, and many other movements representing the continuous pressure of educated public opinion, arousing the community to a sense of the importance of an efficient national system.

In addition, the subject continuously engages the patriotic labours of many leading public men, including Ministers of the Crown, men of science and culture, and eminent journalists. Discussion on the subject is practically unceasing. Further, numerous bodies like the College of Preceptors, the Headmasters' Conference (which consists of the members of some of the great public colleges, for instance, Eton, Harrow, and Rugby), the Teachers' Conference, the Assistant Teachers' Union, the National Union of Teachers, as well as the universities, also take part in the great movement. It might be thought that these agencies would be sufficient, by the force of criticism, and the maintenance of keen and

educated public interest, to secure efficiency and continued progress. But even in England, the citadel of private initiative and individual responsibility, it has been recognised that these agencies, valuable as they are, embracing as they do the labours of some of the greatest intellects of the race, are of themselves, and by themselves, insufficient to secure a truly national progressive system of education. It is realized that this forest of unrelated enterprise involves waste of effort and imperfect performance, and that it is necessary to regulate and co-ordinate all the different branches of education, to the end that national training may proceed in perfect and harmonious development. The Board of Education Act, therefore, provides for the creation of a board, the scope of whose duties, though at present loosely defined, is intended to be wide enough to include the whole of education; and it is proposed that the authorities should constitute in its provisions three subdivisions for control of the respective branches of primary, secondary, and technical education. This will include the present Education Department; the present Department of Science and Art, which controls the distribution of funds, and determines the efficiency of technical schools; and a new department, which is to deal with the great subject of secondary education. This Board will really constitute the Department of National Education for England, and it is referred to with a view of exhibiting the determination of the English people to thoroughly nationalize education. The head of the Board, of course, will be the responsible Minister for Education, and the various secretaries of its sub-departments will be the permanent heads, who will take rank among the most sympathetic, large-minded, and able educationists of the nation. Notwithstanding this, for the purpose of advising the Board and for other matters, the Act provides for the appointment of a Consultative Committee, not less than two-thirds of whose members must consist of persons representing universities and other bodies interested in education. This embodies a conception far in advance of anything developed by the public mind in Australia, and we are satisfied that as long as the various educational agencies of our colony remain isolated, and are administered as at present, so long will we remain an undeveloped community.

We regard the creation of the council which we suggest as the most effective means of educating and awakening the community to what is required. If properly constituted, it will be a voice of authority. It will not only make it apparent that the greatest of all national resources are the faculties and characters of our children, but it will continuously and fearlessly direct attention to all shortcomings in the training of our people, and will enable the community at all times to compare the instruction provided by our schools with what is afforded in other countries. We do not think that we are cherishing a vain hope in feeling that the labours of the council would speedily be supplemented by a forcibly awakened interest of a very large section of the community. We are only a handful of people, with a very limited leisured class, and so much of the energy of the people is necessarily devoted to the work of building up the colony in its material sense, and in developing its material resources, that it is not to be wondered at if, in the question of mental culture, we have not continuously, as a people, kept alive to the world-wide development during the last twenty years. At the same time, it is believed that it would not be a task of the greatest difficulty to create, maintain, and extend a healthy public interest in these matters, an interest which is essential to progress, and the absence of which largely accounts for our present unsatisfactory condition.

Our national system of primary education has not tended to evoke criticism upon itself. The community has not been face to face, in any large sense, with materials for the comparative study of widely-varying methods of teaching, and has trusted that the Government has been wisely administering a sound system. In fact, the good work done within limited range by the primary system has prevented the people from realizing how limited the range was, and that education should be ever-progressive. Successive Governments have also failed to recognise this, and the Commission is sure that, unless some means be adopted of arousing and permanently maintaining public interest in education, no true reform will ever be

consummated. We feel satisfied that the establishment of such a body as the council we refer to would stimulate progress, and would permanently set on foot discussion, criticism, and inquiry as to every branch of education. There is no guarantee that Ministers of the Crown will be trained and enthusiastic educationists. Experience also shows that the operation of the public service system does not provide for initiative or a zeal for progress within the departments dealing with education. Movement, when it does occur, is spasmodic, and often neither intelligent nor continuous; and at present the community is powerless, through want of independent, authoritative, and courageously expressed information and criticism as to defects. The council would provide this. It would assist the Minister, who cannot be expected to be an expert. It would eventually bring about a sympathetic and intelligent attitude on the part of the permanent officials, inspectors, and teachers towards education. No antagonism need be feared between a body like this and a responsible Minister, whose administration would be so greatly benefited by its labours. Human nature being what it is, it would be natural for public men to move forward to the consummation of reform indorsed and applauded by the most forcible factor of public opinion.

III. ROYAL COMMISSION ON RELIGIOUS INSTRUCTION IN STATE SCHOOLS.

(i.) EXTRACTS FROM THE COMMISSIONERS' REPORT.

On April 9, 1900, a Royal Commission was appointed for the purpose of suggesting what religious instruction should be given in the State Schools of Victoria. It consisted of the following members:—The Ven. Henry Archdall Langley, chairman; the Rev. Joseph Abrahams, M.A., D.D.; the Rev. Thomas Adamson; the Rev. Llewellyn David Bevan, D.D.; Herbert Howard Booth, Esq.; the Right Rev. Henry Edward Cooper, D.D.; the Rev. Hermann Herlitz; the Rev. Stephen Howard; the Rev. William Hunt; the Rev. Richard Henry Lambley; the Rev. Patrick John Murdock, M.A.; the Rev. David Porteus; the Rev. William Edward Secomb; the Rev. John Sinclair; the Rev. Charles Strong, D.D., appointed by the original Commission; and John McPhee, Esq., appointed by Order in Council, dated April 23, 1900. The Report was signed on September 13, 1900, by all the members except Mr. H. H. Booth and the Rev. Joseph Abrahams, who resigned their seats on the Commission, the former in April, the latter in August, 1900.

The salient paragraphs in the Commissioners' Report are as follows:—

"*Work of the Commission.*—While engaged in our undertaking we examined a number of witnesses, including the Secretary for Education, the Acting Inspector-General of Schools, some of the Inspectors, and a number of Teachers, whose expert evidence we found of the highest service.

"It was determined that a series of lessons should be selected from Holy Scripture, and, after long and careful consideration, it was unanimously decided to recommend the lessons contained in Appendix A. While some members of the Commission would have preferred to give greater prominence to certain Scripture teachings, and others would have preferred to eliminate a number of the lessons adopted, the Commission, as a whole, is glad to unite in recommending the scheme submitted.

"We are of opinion, and in this we are confirmed by the evidence of the experts examined, that these lessons should be given during the first hour of the day; that they should not exceed half an hour; and that the teachers might be trusted to explain the lesson, as they would any other subject, without obtruding personal or sectarian views.

"*Lessons Classified.*—As far as possible, these lessons have been prepared to meet the ordinary classification of the schools. Three series have been arranged—Junior, Intermediate, and Senior—from each of the Old and New Testaments. Each series contains only about 180 lessons. As it is intended to make this a two years' course in each division the lessons will be required to be used more than once, with the obvious advantage of impressing the truths advanced more deeply upon the minds of the scholars. All this is in perfect accord with the tenor of the expert evidence. The Old Testament series have been carefully prepared to meet the views of our Jewish fellow colonists, should they see fit to accept the system, no reference to New Testament passages occurring therein.

"*Contents of Lessons.*—We have carefully striven to provide lessons of an absolutely unsectarian character, and as simple as is compatible with an elementary knowledge of religious truth; no attempt has been made to introduce any theological system, and controversial doctrine has been carefully avoided. It is confidently hoped, therefore, that these lessons will find general acceptance.

"The general plan followed has the double advantage that, if the lesson be merely read, it will accomplish very much of what is desired; while if, as we hope, the lesson be carefully taught, the key to the moral instruction therein will be readily found by the teacher.

"*Methods of giving the Lessons.*—The question as to whether the lessons suggested should be simply read, or whether the teacher should be directed to give careful instruction in the meaning of the language and narrative, engaged our attention. The unanimous testimony of our witnesses was in favour of *teaching* as distinct from mere *reading*; that the lessons would be far more valuable and interesting if treated in this way; and that the teachers could be trusted loyally to teach the lessons as they would any other.

"In all the lessons a short verse has been selected for committal to memory, which we earnestly desire may be used in that way. In the Junior division the text is very short, so that it can be no burden even to the youngest.

"As the Junior classes are composed of children who cannot read, or who read very imperfectly, we further recommend that oral instruction be given in the Junior division, and that the motto text should be repeated until committed to memory. We also recommend that the Department be asked to adopt the pictorial and illustrative method for the instruction of the younger children.

"In order to assist the teachers, explanatory notes on matters of fact have been provided, which we believe will supply valuable information and help to give life and interest to the lessons.

"*Conscience Clause.*—For such teachers as conscientiously object to give the lessons, and for parents who object to their children receiving religious instruction, a conscience clause should be provided.

"*Lessons Part of School Curriculum.*—We recommend that the general scheme, including the supplementary lessons, should form part of the ordinary school curriculum, but we would suggest that the examination scheme of the Department should not apply to the devotional passages, but only to the narrative portion, the results not to affect the salaries of the teachers.

"*Prayers and Hymns.*—We have prepared a series of prayers and two services of instruction, both couched in Scripture language, which will be found in Appendix B. Our suggestion is that, if the teacher choose, these might be used before or after the Scripture lesson. If they are not used, we recommend that the devotional passage usually appended to each lesson should be read by all together, and should be followed by the Lord's Prayer.

"Believing that hymns would be a valuable adjunct to our scheme, we have made a selection of a varied and general character, which may be used in connexion with the lessons. These form Appendix C.

"*Voluntary Religious Instruction.*—While the voluntary religious instruction of the children has proved to be utterly inadequate to the necessities of the country, we view with great approval the efforts being made to provide religious instruction by voluntary agents, whose work we hope will be greatly assisted by the instruction it is now proposed to give through the trained teachers as a part of the school curriculum.

"*Conclusion.*—Having completed the preparation of this manual of Scripture Instruction, your Commission very respectfully submits the same to your Excellency with the hope that measures will be taken as early as possible to remit this question to a direct vote of the people; and in order that an intelligent vote may be given, and also to avoid putting the country to unnecessary expense, we very earnestly recommend that *three specimen lessons* in each division, with a *prayer* and *hymn* attached, be sent to every elector in Victoria. To meet the inquiries of those who desire to examine the work as a whole, we also recommend that, prior to the submittal of this question to the country, one or more complete copies of the Manual of Scripture lessons be placed in each of the Free Libraries or post-offices of the cities and principal towns of the province, for public inspection."

(ii.) EXTRACTS FROM THE EVIDENCE GIVEN BEFORE THE COMMISSION.

Thirteen witnesses were examined by the Commissioners and some extracts from their evidence will indicate the point of view from which the witnesses approached various parts of the subject. For convenient reference a few of the more significant answers have been grouped together under heads. The numbers in brackets, after the quotations, refer to the number of the answers in the Minutes of Evidence.

(1) *Would the teachers object to religious instruction being made part of the regular curriculum of the public elementary schools?*

On this subject, Mr. James Bagge, Secretary for Education, indicated some doubts. "Prior to the present Education Act, with the majority of teachers in denominational schools, it was part of their contract that they were to give religious lessons, but when the present Act came in, I think the majority of those who gave religious instruction were glad to get away from it" (17). Mr. L. J. Mountain, Assistant Teacher in the South Brunswick State School, reported that "there is a great difference of opinion amongst teachers generally on the whole question" (382). Mr. James Holland (Acting Inspector-General, Senior Inspector of Schools) said that "the teachers are already making an outcry about the number of subjects taught. No doubt the teachers would make some slight objection. With regard to religious instruction there might be some trouble with the Catholic teachers." But he thought that "supposing a conscience clause is inserted for teachers and children, that would meet the difficulty" (222-3). Mr. Mountain was asked whether "from his knowledge of it, if the country were to approve the scheme which the Commissioners would present to Parliament, he thought that the teachers would loyally carry out, under a conscience clause, what the Department wished, if the time-table were modified." He replied to the question, "I would not hesitate to answer that in the affirmative" (383).

Mr. Malcolm McGillivray (head teacher of the Central Model School, Spring Street, Melbourne—a teacher of many years' experience) said, 'I do not think we will have the same serious difficulty with the teachers a

is anticipated. I believe the feeling of the great majority of teachers is in the direction of Scripture work. The atmosphere in connexion with our Department, not only of teachers but of officials, has greatly improved during the last few years.. In the voluntary system of religious instruction carried on in Melbourne, we have met with the greatest courtesy from the head teachers and assistants The boards of advice are also sympathetic, which implies that the public mind is being educated in the direction of religious instruction " (140).

Miss Clara Weekes (first female assistant teacher at High Street State School, Pzahzan, and delegate of the Victorian Lady Teachers' Association), in answer to a question on " Have you given religious instruction in a State School?" replied, "No; we are not allowed. At one time I taught in a Sunday school that was held in a State School building, and the correspondent of the Board of Advice told me I must cease. I think the majority of teachers would be only too glad to have that restriction removed: you are always being brought to a standstill in the moral teaching. There must be something behind self-interest" (325).

(2) *On general grounds is it desirable that religious instruction (with a conscience clause) should be made part of the regular school curriculum?*

Mr. John Byatt (organizing inspector of manual instruction to the Education Department of Victoria, and for seventeen years a trained certificated master under the London School Board) said, "In our schools (*i.e.*, in London) we have teachers of every denomination and they all have to teach, and I should be perfectly willing to send a child of mine to any Board School in London to receive religious instruction. The teachers are not allowed to inculcate the doctrines belonging to any particular church. As a matter of fact there has never been any complaint, and that the religious instruction is satisfactory is shown by the fact that during the time the schools have been opened, we have closed no fewer than seven large prisons in London. If the criminal population had gone on increasing at the rate it did before 1870, we should have wanted three or four more prisons, instead of pulling down seven, and another is coming down very shortly. A great deal of that is attributed to the education in our schools. I am of opinion that the religious instruction is of such a character in our schools that that one subject has had more influence and weight in closing those prisons than any other subject" (201).

Miss Weekes said, "I think that the Old Testament history is a most important history but in the present day sufficient stress is not laid upon it, and the children are not taught sufficiently that the same old sins that caused the destruction of the Canaanitish nations, and the Jews to lose their place as a nation, are the same as those with us to-day, and that we are all liable to. I am positive that religious lessons, if properly arranged, would affect the whole national life, and I am certain that something should be done to teach the children in the upper classes that the same old sins are with us to-day" (335-6).

(3) *When should the religious lesson be given? Should it be given every day?*

Mr. Frank Tate, M.A. (Principal of the Training College, who has been in every grade of the teaching service, as well as an Inspector, and lecturer at a training college, and therefore spoke with great authority), said:—"I think that, from the very nature of the subject, it should be dealt with every day and not relegated to a portion of the school week. It is very important that such a subject should be present before the children every day of the school week" (39). He thought that about a quarter of an hour at the opening of the school for some religious exercise would be very appropriate, but he added that a religious lesson, if given intelligibly, ought to take (with devotion) fully half an hour (40-45).

Mr. C. R. Long, M.A. (Inspector of Schools), would give twenty minutes to Scripture instruction, at the beginning of the school lessons, every day (103). Mr. Long explained that in order that the present work should not suffer, it would, in his opinion, be necessary to begin school at ten minutes to nine o'clock. Against this suggestion, a vigorous protest was made by Mr Malcolm McGillivray who said that the plan "would be a serious difficulty, not only with the scholars but with the teachers." "If we are to get this religious instruction into the State schools, the pleasanter the way we can introduce it, the better for its success, and if we start by bringing the children in twenty minutes earlier than they have been accustomed to come, they would not like it; we should set our minds against that. . . . The curriculum is now so overloaded that the Education Department will have to face the question of modifying the work in some way so that we can get this additional half hour or twenty minutes' work in. If this Scripture instruction is to be a success, we must carry the teachers with us" (136-7).

Mr. G. H. Carter (Head Teacher of the Brighton State Schools) urged that every schoolday should begin with some religious exercise. "Anything that would tend to give a quiet solemnity to the commencement of the day's proceedings and would help to inculcate a spirit of calmness into the day's work, would be of immense advantage; something that the children took part in and that they could feel was intended for them" (273). Mr. W. T. Lewis (Head Master of State school, 253, Footscray) also suggested that the religious lesson should be given at the commencement of the school (353).

(4) *Would the parents of the children be likely to object to religious instruction being made part of the curriculum?*

Mr. Rennick (Head teacher of the Rathdown-Street State School, Carlton, previously an inspector for eleven years and one who has had long experience in State school work, and has seen all parts of the system) said: "The scruples of parents against their children being present at religious instruction are found to be remarkably small: only Jews and occasionally a Roman Catholic were absolutely withdrawn. In all the cases I have had to deal with the bulk of the parents were pleased that the 'children should remain' (*i.e.*, while religious instruction was being given under existing conditions) 'and receive instruction'" (292).

Mr. Mountain said: "I have been in three different country schools. Certainly two or three of the parents would have objected, had there been religious instruction, but at no country school where I have been was there religious instruction. I am sorry to say the majority of the parents were indifferent" (404).

Mr. Byatt was asked, "In your seventeen years' experience (*i.e.*, in a London Board School) what proportion of your children asked to be excused under the conscience clause?" He replied: "The school I was in contained 420 boys, 420 girls, 580 infants, and about 500 junior mixed, making about 2,000. I can only speak of the boys, and out of those 420 boys, for the whole seventeen years I can only remember two boys having been withdrawn from religious instruction. One was the son of a professed Atheist, and the week after the father died, the mother came round and asked for the boy to be taken in: the other boy was the son of Jewish parents, his father came to the school and said he would be only too pleased to have him taught Old Testament history, if we would withdraw him from New Testament history, which of course was done. There is absolutely no religious difficulty as far as the children are concerned" (171).

Asked whether "the difficulty that the teachers might be unfitted to impart religious lessons had been found to be a practical one in England," Mr. Byatt replied: "Any teacher who is morally unfit to impart religious instruction is unfit to teach anything else, and he is got rid of accordingly" (174).

(5) *Is there room for religious instruction in the curriculum of primary schools in Victoria under the present arrangements?*

On this point, many of the witnesses spoke strongly. Mr. McGillivray's remarks have been quoted above.

Mr. Carter said: "It would be cruel to increase the work of the teachers without giving them some easing off in another direction. . . . Our children are over-worked at the present time" (274). Miss Weekes said: "Our programme is very much overburdened as it is, and there will have to be some modification made in it to make room for the proposed introduction of kindergarten and technical education. We cannot accomplish what we have to do as it is without a great strain. If the schools were properly staffed, it might make a difference: but at present they are very improperly staffed. . . . It is not so much increase of the staff that is required as experienced teachers on the staff" (327). Mr. James Holland agreed that, if the system of payment by results were modified or done away with, the Department would be much more able to introduce changes in the curriculum (225). Mr. Bagge, the Secretary for Education, said: "The question of payment by results has been discussed in the Department for years. The Department is in favour of a modification, even if it is not abolished" (28).

(6) *How far would it be necessary to limit the freedom of individual teachers in regard to the subject matter of their religious lessons?*

On this point, the following extract from the evidence of Mr. Frank Tate, Principal of the Training College, will be read with interest:—

Q. 75. Would you say the value of the lesson, if adopted, would be improved by explanations of the words such as you have in the school reader?—I do not care for these lists of lessons personally. I like to see notes, if there are any points to be cleared up; but the actual meanings of words I do not attach much importance to.

Q. 76. Do you know the questions in the Irish Reader?—Yes, I have seen them.

Q. 77. They are questions with regard to facts?—Yes.

Q. 78. With regard to history, are the teachers permitted to express their own opinions about facts of history, whether they approve of them or the reverse, or are they simply expected to give the children the facts, and make them understand them. Supposing there is an Irish teacher who is teaching some facts of English history, and he comes to one part where he thinks the English have wronged the Irish, is he allowed to express an opinion to the children about that?—As an inspector, I would allow him, provided he does not do it in an offensive way. I do not know of any regulation preventing his doing so.

Q. 79. Would a teacher be allowed in teaching those lessons to say to the children, "You have read the lesson, but do not believe it; it is not true"? —I have never known a case of this sort to happen. If a teacher expressed an opinion of that kind I feel sure the Department would not allow it. If he told them that the history as taught from the Department's approved text-book was wrong, I do not think he would be allowed to do so. Difference of opinion on questions might be pointed out, but wholesale condemnation would not be allowed.

Q. 80. In such a case as that, would not the conscience clause cover the whole position as regards the Scriptures?—Yes.

Q. 81. You are aware there is a great deal of jealousy in the country with regard to permitting teachers to teach with a free hand passages of Scripture, because many people think that there are teachers who would abuse that freedom—suppose the country will not give the teachers that freedom, would the lesson be improved by having certain questions appended to it?—The questions certainly have a use, but I think that they have an abuse also. If a teacher is not to express an opinion, and has to be

carefully conditioned as regards his explanation, then I think there is an advantage in having the catechism at the end; but, speaking as a teacher, I would say, if these lessons are to be introduced, the teacher should have the right to teach them.

Q. 82. You would put the lesson into the teacher's hands and trust him?—Yes, if he is to give a lesson that is of any effect he must feel it himself; if he is merely to get the children to read it through two or three times, and ask stereotyped questions, I fail to see that it would be of much value. I would not call it teaching.

Q. 83. He would be expected to teach them loyally?—Yes, if he undertook to do it.

Q. 84. If, instead of categorical questions, explanations are added, would it be of value if the teacher is not allowed to give his own explanation?—Yes, I think notes are of value; there might be an allusion to some lesson that had gone before. There might be some custom hinted at that might be explained in the note.

Q. 85. Would the teachers, on the whole, prefer a merely historical lesson, meaning very little more than reading the Scripture, or would they prefer an ethical lesson, as being more useful and more likely to interest teachers and taught than a merely chronological lesson?—I think with a lesson such as that suggested by Dr. Strong, what would appeal to the teacher is that there should be a unity about the subject, and a completeness about the subject—that the text chosen, the psalm sung, and the hymn and the prayer could all be centred towards some ethical subject, and I do not think it would be impossible to arrange in the work for one of the divisions to have typical stories illustrating the same ethical subject. I think there would be a completeness about the lesson that would be very desirable from a teaching point of view. At the same time, a lesson such as this would require freedom of treatment by the teacher; and whether you will get that freedom I do not know

(iii.) EXTRACTS FROM APPENDIX A.

MANUAL OF SCRIPTURE INSTRUCTION.

[*Three specimen lessons, which it is hoped are fairly representative of the whole, have been selected from each of the three lesson books—Senior, Intermediate, and Junior, which form the Manual.*]

SENIOR LESSON BOOK.

OLD TESTAMENT.

SOLOMON'S CHOICE.

"*Give Thy servant an understanding heart.*"—1 Kings iii. 9.

And Solomon loved the Lord, walking in the statutes of David his father: only he sacrificed and burnt incense in high places. And the king went to Gibeon to sacrifice there; for that was the great high place: a thousand burnt offerings did Solomon offer upon that altar. Narrative.

In Gibeon the Lord appeared to Solomon in a dream by night: and God said—"Ask what I shall give thee." And Solomon said—"Thou hast showed unto Thy servant David my father great mercy, according as he walked before Thee in truth, and in righteousness, and in uprightness of heart with Thee; and Thou has kept for him this great kindness, that Thou hast given him a son to sit on his throne, as it is this day. And now, O Lord my God, Thou hast made Thy servant king instead of David, my father: and I am but a little child: I know not how to go out or come in. And Thy servant is in the midst of Thy people which Thou hast chosen, a great people, that cannot be numbered nor counted for multitude. Give therefore Thy servant an understanding heart to judge Thy people, that I may discern between good and bad: for who is able to judge this Thy so great a people?" And the speech pleased the Lord, that Solomon had asked this thing.

And God said unto him—"Because thou hast asked this thing, and hast not asked for thyself long life; neither hast asked riches for thyself, nor hast asked the life of thine enemies; but hast asked for thyself understanding to discern judgment; behold, I have done according to thy words: lo, I have given thee a wise and an understanding heart; so that there was none like thee before thee, neither after thee shall any arise like unto thee. And I have also given thee that which thou hast not asked, both riches and honour: so that there shall not be any among the kings like unto thee all thy days. And if thou wilt walk in My ways, to keep My statutes and My commandments, as thy father David did walk, then I will lengthen thy days." And Solomon awoke; and, behold, it was a dream: And he came to Jerusalem, and stood before the ark of the covenant of the Lord, and offered up burnt offerings, and offered peace offerings, and made a feast to all his servants.

—1 Kings iii. 3–15.

Devotion.

Give the king Thy judgments, O God,
And Thy righteousness unto the king's son.
He shall judge Thy people with righteousness,
And Thy poor with judgment.
The mountains shall bring peace to the people,
And the little hills by righteousness.
He shall judge the poor of the people,
He shall save the children of the needy,
And shall break in pieces the oppressor.
They shall fear Thee while the sun endureth,
And so long as the moon, throughout all generations.
He shall come down like rain upon the mown grass:
As showers that water the earth.
In his days shall the righteous flourish;
And abundance of peace so long as the moon endureth.
He shall have dominion also from sea to sea,
And from the river unto the ends of the earth.
They that dwell in the wilderness shall bow before Him;
And his enemies shall lick the dust.
The kings of Tarshish and of the isles shall bring presents,
The kings of Sheba and Seba shall offer gifts.
Yea, all kings shall fall down before Him:
All nations shall serve Him.
For He shall deliver the needy when he crieth;
***The poor also, and him that hath no helper.**
He shall spare the poor and needy,
And shall save the souls of the needy.
He shall redeem their soul from deceit and violence:
And precious shall their blood be in His sight.
And He shall live, and to Him shall be given of the gold of Sheba:
Prayer also shall be made for Him continually;
And daily shall He be praised.
There shall be an handful of corn in the earth upon the top
of the mountains;
The fruit thereof shall shake like Lebanon:
And they of the city shall flourish like grass of the earth.
His name shall endure for ever:
His name shall be continued as long as the sun:
And men shall be blessed in Him:
All nations shall call Him Blessed.
Blessed be the Lord God, the God of Israel,
Who only doeth wondrous things.
And blessed be His glorious name for ever:
And let the whole earth be filled with His glory;
Amen, and Amen.

—Psalm lxxii.

* General Note.—Passages printed in this type to be memorized by scholars.

NOTES.—*Gibeon* (hill town), about five miles north-west of Jerusalem. An ancient town with a long history. See Joshua ix. 3-23; xi. 19; 2 Samuel xxi. 1-14.

High Place.—An altar built upon a height, probably of Canaanitish origin. Cf., Amos. vii. 9; Hosea iv. 13.

Ark of the Covenant.—A chest or box in which the tables of the law were kept. See 1 Kings viii. 9-21.

Tarshish.—Probably the Phœnician colonies on the south-east coast of Spain-Tartessus.

Sheba.—The south-west of the Arabian peninsula; some make it = Nubia.

Lebanon.—Mountain range on the extreme north of Palestine. See 1 Kings v. 6; remarkable for its forests of oak, pine, and cedar. Never conquered by the Hebrews.

NEW TESTAMENT.

APOSTLES IN PRISON.

"*What shall we then say to these things? If God be for us, who can be against us?*"—Romans viii. 31.

Then the high priest rose up, and all they that were with him (which is the sect of the Sadducees), and were filled with indignation, and laid their hands on the apostles and put them in the common prison. Narrative.

But the angel of the Lord by night opened the prison doors, and brought them forth and said—"Go, stand and speak in the temple to the people all the words of this Life." And when they heard that, they entered into the temple early in the morning, and taught.

But the high priest came and they that were with him and called the council together and all the senate of the children of Israel, and sent to the prison to have them brought.

But, when the officers came and found them not in the prison, they returned, and told, saying—"The prison truly found we shut with all safety, and the keepers standing without before the doors: but when we had opened, we found no man within." Now, when the high priest and the captain of the temple and the chief priests heard these things, they doubted of them whereunto this would grow.

Then came one and told them, saying—"Behold, the men whom ye put in prison are standing in the temple and teaching the people." Then went the captain with the officers, and brought them without violence: for they feared the people, lest they should have been stoned.

And when they had brought them, they set them before the council: and the high priest asked them, saying—"Did not we straitly command you that ye should not teach in this name? and, behold, ye have filled Jerusalem with your doctrine, and intend to bring this man's blood upon us."

Then Peter and the other apostles answered, and said—"We ought to obey God rather than men. The God of our fathers raised up Jesus, whom ye slew, and hanged on a tree. Him hath God exalted with His right hand to be a Prince and a Saviour, for to give repentance to Israel and forgiveness of sins. And we are His witnesses of these things; and so is also the Holy Ghost, whom God hath given to them that obey Him."

—Acts v. 17-32.

Let nothing be done through strife or vainglory; but in lowliness of mind let each esteem other better than themselves. Duty.

—Philippians ii. 3.

What shall we then say to these things? If God be for us, who can be against us? He that spared not His own Son, but delivered Him up for us all, how shall He not with Him also freely give us all things? Who shall lay anything to the charge of God's elect? It is God that justifieth. Devotion.

Who is he that comdemneth? It is Christ that died, yea rather, that is risen again, who is even at the right hand of God, who also maketh intercession for us.

—Romans viii. 31-34.

NOTE.—*The Senate.*—Probably a body of elders acting with the Sanhedrim.

SUPPLEMENTARY LESSONS.

DRAWN FROM THE OLD AND NEW TESTAMENTS ALTERNATELY.

"HIS STRENGTH WAS AS THE STRENGTH OF TEN, BECAUSE HIS HEART WAS PURE."

And David said to Saul—"Let no man's heart fail because of him (Goliath, the champion); thy servant will go and fight with this Philistine." And Saul said to David—"Thou are not able to go forth against this Philistine to fight with him: for thou art but a youth, and he a man of war from his youth." And David said unto Saul—"Thy servant kept his father's sheep, and there came a lion, and a bear, and took a lamb out of the flock: and I went out after him, and smote him, and delivered it out of his mouth: and when he arose against me, I caught him by his beard, and smote him, and slew him. Thy servant slew both the lion and the bear: and this uncircumcised Philistine shall be as one of them, seeing he hath defied the armies of the living God."

David said moreover—"The Lord that delivered me out of the paw of the lion, and out of the paw of the bear, He will deliver me out of the hand of this Philistine." And Saul said unto David—"Go, and the Lord be with thee." And Saul armed David with his armour, and he put an helmet of brass upon his head; also he armed him with a coat of mail. And David girded his sword upon his armour, and he assayed to go; for he had not proved it. And David said unto Saul—"I cannot go with these; for I have not proved them." And David put them off him. And he took his staff in his hand, and chose him five smooth stones out of the brook, and put them in a shepherd's bag which he had, even in a scrip; and his sling was in his hand: and he drew near to the Philistine. And the Philistine came on and drew near unto David; and the man that bare the shield went before him. And when the Philistine looked about, and saw David, he disdained him: for he was but a youth, and ruddy, and of a fair countenance. And the Philistine said unto David—"Am I a dog, that thou comest to me with staves?" And the Philistine cursed David by his gods. And the Philistine said to David—"Come to me, and I will give thy flesh unto the fowls of the air, and to the beasts of the field." Then said David to the Philistine—"Thou comest to me with a sword, and with a spear, and with a shield: but I come to thee in the name of the Lord of hosts, the God of the armies of Israel, whom thou hast defied. This day will the Lord deliver thee into mine hand; and I will smite thee, and take thine head from thee; and I will give the carcases of the host of the Philistines this day unto the fowls of the air, and to the wild beasts of the earth; that all the earth may know that there is a God in Israel. And all this assembly shall know that the Lord saveth not with sword and spear: for the battle is the Lord's, and He will give you into our hands." And it came to pass, when the Philistine arose, and came and drew nigh to meet David, that David hasted, and ran toward the army to meet the Philistine. And David put his hand in his bag, and took thence a stone, and slang it, and smote the Philistine in his forehead, that the stone sunk into his forehead; and he fell upon his face to the earth. So David prevailed over the Philistine with a sling and with a stone, and smote the Philistine, and slew him; but there was no sword in the hand of David. Therefore David ran, and stood upon the Philistine, and took his sword, and drew it out of the sheath thereof, and slew him, and cut off his head therewith. And when the Philistines saw their champion was dead, they fled. And the men of Israel and of Judah arose, and shouted, and

pursued the Philistines, until thou come to the valley, and to the gates of Ekron. And the wounded of the Philistines fell down by the way to Shaaraim, even unto Gath, and unto Ekron.

—1 Samuel xvii. 32-52.

I will love Thee, O Lord, my strength.
The Lord is my rock and my fortress, and my deliverer;
My God, my strength, in Whom I will trust;
My buckler, and the horn of my salvation,
And my high tower.
I will call upon the Lord, Who is worthy to be praised:
So shall I be saved from mine enemies.

—Psalm xviii. 1-4.

My soul wait thou only upon God;
For my expectation is from Him.
With God is my salvation and my glory;
The rock of my strength, and my refuge is in God.

—Psalm lxii. 6, 7.

Thou wilt bless the righteous:
O Lord Thou wilt compass him with favour, as with a shield.

—Psalm v. 12.

INTERMEDIATE LESSON BOOK.

OLD TESTAMENT.

A NATIONAL REVIVAL.

"*Come and let us return unto the Lord.*"—Hosea vi. 1.

And Samuel spake unto all the house of Israel, saying "If ye do return unto the Lord with all your hearts, then put away the strange gods and Ashtaroth from among you, and prepare your hearts unto the Lord, and serve Him only: and He will deliver you out of the hand of the Philistines." Narrative.

Then the children of Israel did put away Baalim and Ashtaroth, and served the Lord only.

And Samuel said—"Gather all Israel to Mizpeh, and I will pray for you unto the Lord." And they gathered together to Mizpeh, and drew water, and poured it out before the Lord, and fasted on that day, and said there—"We have sinned against the Lord."

And when the Philistines heard that the children of Israel were gathered together to Mizpeh, the lords of the Philistines went up against Israel. And when the children of Israel heard it, they were afraid of the Philistines.

And the children of Israel said to Samuel—"Cease not to cry unto the Lord our God for us, that He will save us out of the hand of the Philistines." And Samuel took a sucking lamb, and offered it for a burnt offering wholly unto the Lord: and Samuel cried unto the Lord for Israel; and the Lord heard him. And as Samuel was offering up the burnt offering, the Philistines drew near to battle against Israel: but the Lord thundered with a great thunder on that day upon the Philistines, and discomfited them; and they were smitten before Israel. And the men of Israel went out of Mizpeh, and pursued the Philistines, and smote them, until they came under Bethcar.

Then Samuel took a stone, and set it between Mizpeh and Shen, and called the name of it Eben-ezer, saying—"Hitherto hath the Lord helped us."

So the Philistines were subdued, and they came no more into the coast of Israel: and the hand of the Lord was against the Philistines all the days of Samuel. And the cities which the Philistines had taken from Israel were restored to Israel, from Ekron even unto Gath; and the coasts thereof did Israel deliver out of the hands of the Philistines.

And Samuel judged Israel all the days of his life. And he went from year to year in circuit to Beth-el, and Gilgal, and Mizpeh, and judged Israel in all those places. And his return was to Ramah; for there was his house; and there he judged Israel; and there he built an altar unto the Lord.

—1 Samuel vii. 3-17.

Duty.

Take with you words, and turn to the Lord: say unto Him—"Take away all iniquity, and receive us graciously: so will we render the fruit of our lips." I will heal their backsliding, I will love them freely: for Mine anger is turned away from him.

—Hosea xiv. 2-4.

Rend your heart, and not your garments, and turn unto the Lord your God: for He is gracious and merciful, slow to anger, and of great kindness, and repenteth Him of the evil.

—Joel ii. 13.

Devotion.

Restore unto me the joy of Thy salvation,
And uphold me with a free spirit.

—Psalm li. 12.

NOTES.—*Drew water, &c.*—A symbolical act, probably significant of the outpouring of their hearts before God in penitence and supplication.

Discomfited them.—The Hebrew word expresses the confusion of a sudden panic.

Beth-car (|| "house of a lamb" or "house of pasture") was apparently on high ground overhanging the road back to Philistia.

Ramah was Samuel's ordinary place of abode, but for the better administration of affairs "he went from year to year in circuit." The northern tribes had easy access to him at *Bethel*. *Gilgal* was a convenient centre for the tribe of Benjamin and the Trans-Jordanic tribes. *Mizpeh* was convenient for the tribes of Judah, Simeon, and Dan.

NEW TESTAMENT (LIFE OF OUR LORD).

WHOM SHALL WE FEAR?

"*Even the very hairs of your head are all numbered.*"—Luke xii. 7.

Narrative.

"And I say unto you My friends, Be not afraid of them that kill the body, and after that have no more that they can do. But I will forewarn you whom ye shall fear: Fear him, which after he hath killed hath power to cast into hell; yea, I say unto you, Fear him. Are not five sparrows sold for two farthings, and not one of them is forgotten before God? But even the very hairs of your head are all numbered. Fear not therefore: ye are of more value than many sparrows. Also I say unto you, Whosoever shall confess Me before men, him shall the Son of man also confess before the angels of God: But he that denieth Me before men shall be denied before the angels of God. And whosoever shall speak a word against the Son of man, it shall be forgiven him: but unto him that blasphemeth against the Holy Ghost, it shall not be forgiven. And when they bring you unto the synagogues, and unto magistrates, and powers, take ye no thought how or what thing ye shall answer, or what ye shall say: for the Holy Ghost shall teach you in the same hour what ye ought to say."

—Luke xii. 4-12.

Duty.

Why sayest thou, O Jacob, and speakest, O Israel—"My way is hid from the Lord, and my judgment is passed over from my God?"

Hast thou not known? hast thou not heard, that the everlasting God, the Lord, the Creator of the ends of the earth, fainteth not, neither is weary? there is no searching of His understanding. He giveth power to the faint; and to them that have no might He increaseth strength. Even the youths shall faint and be weary, and the young men shall utterly fall: but they that wait upon the Lord shall renew their strength; they shal

mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint.

—Isaiah xl. 27-31.

Confidence in God.

The Lord is my light and my salvation; whom shall I fear?
The Lord is the strength of my life; of whom shall I be afraid?
Though an host shall encamp against me,
My heart shall not fear:
Though war shall rise against me,
In this will I be confident.
For in the time of trouble He shall hide me in His pavilion:
In the secret of His tabernacle shall He hide me;
He shall set me up upon a rock.
And now shall mine head be lifted up above mine enemies round about me:
Therefore will I offer in His tabernacle sacrifices of joy;
I will sing, yea, I will sing praises unto the Lord.

—Psalm xxvii. 1, 3, 5, 6.

NOTES.—*Hell.*—A figure derived from Gehenna, and Gehenna of Fire—he valley of Hinnom, on the south of Jerusalem, where the Israelites offered their children to Baal. 2 Kings xxiii. 10; Jeremiah vii. 31-32, xix. 2-5.

Powers.—The authorities.

SUPPLEMENTARY LESSONS.

DRAWN FROM THE OLD AND NEW TESTAMENTS ALTERNATELY.

THE SPIRIT OF UNTIRING FORGIVENESS IN THE KINGDOM OF GOD.

Then came Peter to Him, and said—"Lord, how oft shall my brother sin against me, and I forgive him? till seven times?" Jesus saith unto him—"I say not unto thee, Until seven times; but, until seventy times seven."

"Therefore is the kingdom of heaven likened unto a certain king, which would take account of his servants. And when he had begun to reckon, one was brought unto him, which owed him ten thousand talents. But forasmuch as he had not to pay, his lord commanded him to be sold, and his wife, and children, and all that he had, and payment to be made. The servant therefore fell down, and worshipped him, saying—'Lord, have patience with me, and I will pay thee all.' Then the lord of that servant was moved with compassion, and loosed him, and forgave him the debt. But the same servant went out, and found one of his fellow servants, which owed him an hundred pence: and he laid hands on him, and took him by throat, saying—'Pay me that thou owest.' And his fellow servant fell down at his feet, and besought him, saying—'Have patience with me, and I will pay thee all.' And he would not: but went and cast him into prison, till he should pay the debt. So when his fellow servants saw what was done, they were very sorry, and came and told unto their lord all that was done. Then his lord, after that he had called him, said unto him—'O thou wicked servant, I forgave thee all that debt, because thou desiredst me: shouldest not thou also have had compassion on thy fellow servant, even as I had pity on thee?' And his lord was wroth, and delivered him to the tormentors, till he should pay all that was due unto him."

—Matthew xviii. 21-34.

Then said Jesus—"Father, forgive them; for they know not what they do." And they parted His raiment, and cast lots.

—Luke xxiii. 34.

And they stoned Stephen, calling upon God, saying—"Lord Jesus, receive my spirit." And he kneeled down, and cried with a loud voice—"Lord, lay not this sin to their charge." And when he had said this, he fell asleep.

—Acts vii. 59, 60.

Put on, therefore, as the elect of God, holy and beloved, bowels of mercies, kindness, humbleness of mind, meekness, long-suffering; forbearing one another, and forgiving one another, if any man have a quarrel against any: even as Christ forgave you, so also do ye. And above all these things put on charity, which is the bond of perfectness. And let the peace of God rule in your hearts, to the which also ye are called in one body; and be ye thankful.

—Colossians iii. 12–15.

JUNIOR LESSON BOOK.

OLD TESTAMENT.

THE BURNING BUSH.

"*The bush burned, and was not consumed.*"—Exodus iii. 2.

Now Moses kept the flock of Jethro his father in law, the priest of Midian: and he led the flock to the back of the desert, and came to the mountain of God, even to Horeb.

And the Angel of the Lord appeared unto him in a flame of fire out of the midst of a bush: and he looked, and, behold, the bush burned with fire, and the bush was not consumed.

And Moses said—"I will now turn aside, and see this great sight, why the bush is not burnt."

And when the Lord saw that he turned aside to see, God called unto him out of the midst of the bush, and said—"Moses, Moses." And he said—"Here am I."

And He said—"Draw not nigh hither: put off thy shoes from off thy feet, for the place whereon thou standest is holy ground."

Moreover He said—"I am the God of thy father, the God of Abraham, the God of Isaac, and the God of Jacob." And Moses hid his face; for he was afraid to look upon God.

And the Lord said—"I have surely seen the affliction of my people which are in Egypt, and have heard their cry by reason of their task-masters; for I know their sorrows; and I am come down to deliver them out of the hand of the Egyptians, and to bring them up out of that land unto a good land and a large, unto a land flowing with milk and honey; unto the place of the Canaanites, and the Hittites, and the Amorites, and the Perizzites, and the Hivites, and the Jebusites.

"Now therefore, behold, the cry of the children of Israel is come unto Me: and I have also seen the oppression wherewith the Egyptians oppress them. Come now therefore, and I will send thee unto Pharaoh, that thou mayest bring forth My people the children of Israel out of Egypt."

And Moses said unto God—"Who am I, that I should go unto Pharaoh, and that I should bring forth the children of Israel out of Egypt?"

And He said—"Certainly I will be with thee; and this shall be a token unto thee, that I have sent thee: When thou hast brought forth the people out of Egypt, ye shall serve God upon this mountain."

And Moses said unto God—"Behold, when I come unto the children of Israel, and shall say unto them—'The God of your fathers hath sent me unto you'; and they shall say to me—'What is His name?' what shall I say unto them?"

And God said unto Moses—"I AM THAT I AM"; and He said—"Thus shalt thou say unto the children of Israel—'I AM hath sent me unto you.'"

—Exodus iii. 1–14.

NOTES.—*Horeb* (dry, parched).—The chain of mountains of which Sinai is the summit.

The Mount of God, because there God gave the ten commandments. Deuteronomy iv. 10–13.

Put off thy shoes.—The Mahommedans, in entering a house of prayer, do

the same to this day, as a symbol that the dust of the earth must not soil holy ground.

Flowing with milk and honey.—Describing a fruitful pastoral land.

Hittites, etc.—Five of the eleven Canaanite tribes.

I will send thee unto Pharaoh.—Moses had by that time lived forty years in Midian. So this was no longer Rameses, but another Pharaoh (king): Menephteh.

NEW TESTAMENT.

TRUE AND FALSE RELIGION.

"*God desireth truth in the inward parts.*"—Psalm li. 6.

And He said unto them in His doctrine—"Beware of the scribes, which love to go in long clothing, and love salutations in the market-places; and the chief seats in the synagogues, and the uppermost rooms at feasts: which devour widows' houses, and for a pretence make long prayers: these shall receive greater damnation."

And Jesus sat over against the treasury, and beheld how the people cast money into the treasury: and many that were rich cast in much. And there came a certain poor widow, and she threw in two mites, which make a farthing. And He called unto Him His disciples, and saith unto them—"Verily I say unto you, that this poor widow hath cast more in, than all they which have cast into the treasury: for all they did cast in of their abundance: but she of her want did cast in all that she had, even all her living."

—Mark xii. 38–44.

NOTES.—*Treasury.*—According to the Talmud, there were placed in the court of the women thirteen coffers with horn-shaped orifices, called "treasuries" (γαζοφυλάκια).

Two mites.—The mite was the smallest coin in either Greek or Roman money, and was about an eighth part of the "As" or larger farthing, which in value was slightly greater than three farthings of our money.

SUPPLEMENTARY LESSONS.

DRAWN FROM THE OLD AND NEW TESTAMENTS ALTERNATELY.

A BRAVE SOLDIER OF THE KINGDOM OF GOD MUST BE PREPARED TO MEET HARDSHIP.

And the same time there arose no small stir concerning the Way. For a certain man named Demetrius, a silversmith, which made silver shrines for Diana, brought no small gain unto the craftsmen; whom he called together with the workmen of like occupation, and said—"Sirs, ye know that by this craft we have our wealth. Moreover ye see and hear, that not alone at Ephesus, but almost throughout all Asia, this Paul hath persuaded and turned away much people, saying that they be no gods which are made with hands; so that not only this our craft is in danger to be set at nought; but also that the temple of the great goddess Diana should be despised, and her magnificence should be destroyed, whom all Asia and the world worshippeth." And when they heard these sayings, they were full of wrath, and cried out, saying—"Great is Diana of the Ephesians." And the whole city was filled with confusion: and having caught Gaius and Aristarchus, men of Macedonia, Paul's companions in travel, they rushed with one accord into the theatre. And when Paul would have entered in unto the people, the disciples suffered him not. And certain of the chief of Asia, which were his friends, sent unto him, desiring him that he would not adventure himself into the theatre. Some therefore cried one thing, and some another, for the assembly was confused; and the more part knew not wherefore they were come together. And they drew Alexander out of

the multitude, the Jews putting him forward. And Alexander beckoned with the hand, and would have made his defence unto the people. But when they knew that he was a Jew, all with one voice about the space of two hours cried out—"Great is Diana of the Ephesians." And when the town clerk had appeased the people, he said—"Ye men of Ephesus, what man is there that knoweth not how that the city of the Ephesians is a worshipper of the great goddess Diana, and of the image which fell down from Jupiter? Seeing then that these things cannot be spoken against, ye ought to be quiet, and to do nothing rashly. For ye have brought hither these men, which are neither robbers of churches, nor yet blasphemers of your goddess. Wherefore if Demetrius, and the craftsmen which are with him, have a matter against any man, the law is open, and there are deputies. Let them implead one another. But if ye inquire any thing concerning other matters, it shall be determined in a lawful assembly. For we are in danger to be called in question for this day's uproar, there being no cause whereby we may give an account of this concourse." And when he had thus spoken he dismissed the assembly.

—Acts xix. 23-41.

Of the Jews five times received I forty stripes save one. Thrice was I beaten with rods, once was I stoned, thrice I suffered shipwreck, a night and a day I have been in the deep; in journeyings often, in perils of waters, in perils of robbers, in perils by mine own countrymen, in perils by the heathen, in perils in the city, in perils in the wilderness, in perils in the sea, in perils among false brethren; in weariness and painfulness, in watchings often, in hunger and thirst, in fastings often, in cold and nakedness. Besides those things that are without, that which cometh upon me daily, the care of all the churches.

—2 Corinthians xi. 24-28.

Thou, therefore, endure hardness, as a good soldier of Jesus Christ.

—2 Timothy ii. 3.

Peace I leave with you; my peace I give unto you. In the world ye shall have tribulation; but be of good cheer; I have overcome the world.

—John xiv. 27a; xvi. 33b.

DECISION OF LEGISLATIVE COUNCIL ON THE SUBJECT OF A REFERENDUM IN REGARD TO SCRIPTURE LESSONS IN STATE SCHOOLS.

In a telegram, dated Melbourne, December 24th, the *Times* made the following announcement on Christmas Day, 1900:—"The Victorian Legislative Council has rejected by a small majority the Bill for taking a *referendum* on the question whether Scripture lessons should be given in State Schools.

THE SYSTEM OF EDUCATION IN QUEENSLAND.

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THE SYSTEM OF EDUCATION IN QUEENSLAND.*

Queensland occupies the north-eastern portion of the continent of Australia and contains an area of 668,497 square miles From the year 1788 to the 10th of December, 1859, the territory formed part of the Crown Colony of New South Wales. On the latter date the whole of New South Wales north of Point Danger was proclaimed an autonomous Colony under the name of Queensland. When the Colony was founded the population was about 23,450; on the 31st of December, 1899, it was estimated at 512,604.

I. Primary Education.

Board of Education.

From the 10th of December, 1859, to the 30th of September, 1860, primary education in Queensland was under the control of a Board of National Education appointed by the Governor in Council. When the Board took office there were only two national schools in the Colony. The system of primary education obtaining in New South Wales was continued; but as the Government considered it expedient to make further and better provision for the establishment and maintenance of schools and for the promotion of primary education in their province the subject of education was one of the earliest matters which received the consideration of the first Parliament of Queensland, and on the 7th of September, 1860, an Act to provide for Primary Education in Queensland was passed. The object of the measure was to provide primary education under one general and comprehensive system, and to afford facilities to persons of all denominations for the education of their children in the same school without prejudice to their religious beliefs.

The Act provided for the appointment of five persons to be called the "Board of General Education" a Minister of the Crown to be *ex officio* Chairman of the Board in addition to the five members appointed. The Board was constituted a body politic and corporate and could sue and be sued at law and in equity. The duties of the Board were to superintend the formation and management of primary schools within the Colony of Queensland and to administer such sums of money as might in any manner be or become disposable by them on account of primary education as provided in the Act. The scheme was framed on the general principles of the national system in operation in Ireland.

Schools were divided into two classes—Vested and Non-vested.

* This report was prepared by Mr. Anderson in 1898. Where possible, the figures for 1897 originally given have been replaced by the corresponding figures for 1899, taken from the *Report of the Secretary for Public Instruction*, issued in 1900.

The vested schools were unsectarian in character. They were controlled by the Board, and the school buildings and lands were vested in the same body. From 1860 to July, 1873, the extent of the aid afforded by the Board towards the cost of the school buildings, furniture and apparatus was an amount equal to the sum raised by local contributions, but, in special cases where there was an inability to raise a sufficient sum locally, the Board granted two-thirds of the whole cost, The Board also granted two-thirds of the cost of keeping school buildings and teacher's residences in repair. From July, 1873, to December, 1875, the Board granted an amount equal to twice the sum raised by local contributions; but in special cases they allowed at their discretion any further part of the whole cost. The grant towards repairs was unchanged. The Board appointed the teachers, whose salaries were supplemented by school fees, ranging from 6d. to 1s. 6d. per week for each scholar according to his standard in the school work. School fees were abolished from the 1st of January, 1870, the teachers receiving an addition to their salaries by way of compensation ; and since that date primary State education in Queensland has been given without charging fees.

The scale of salaries was as follows:—

CLASSIFIED TEACHERS.

Masters.

Salaries (exclusive of house rent and school fees).

	Section.		
Class I	A.	... ...	£200 per annum.
	B.	... ...	£180 per annum.
Class II	A.	... ...	£150 per annum.
	B.	... ...	£130 per annum.
Class III	A.	... ...	£110 per annum.
	B.	... ...	£100 per annum.

Mistresses.

Salaries (exclusive of school fees but including house rent.)

	Section.		
Class I	A.	... ...	£170 per annum.
	B.	... ...	£150 per annum.
Class II	A.	... ...	£125 per annum.
	B.	... ...	£110 per annum.
Class III	A.	... ...	£ 90 per annum.
	B.	... ...	£ 80 per annum.

Assistant Teachers.

1st Class (with rank as teachers of Class II., Section A).... ...	Males,	£150 per annum.
	Females,	£100 per annum.
2nd Class (with rank as teachers of Class III., Section A).... ...	Males,	£110 per annum.
	Females,	£ 80 per annum.
3rd Class	Males,	£100 per annum.
	Females,	£ 60 per annum.
Unclassified Junior Assistants.	Males,	£ 85 per annum.
	Females,	£ 60 per annum.

Pupil Teachers.

	Males.		Females.
1st year	... £30 per annum.	...	£20 per annum.
2nd year	... £35 per annum.	...	£24 per annum.
3rd year	... £45 per annum.	...	£30 per annum.
4th year	... £60 per annum.	...	£40 per annum.

After the abolition of school fees an allowance of £1 for each pupil in average attendance was paid in lieu of the fees. Head teachers of schools for boys or of mixed schools received an allowance at the rate of £1 per annum for every pupil in average attendance up to 70. For all over 70 and up to 140 the head teacher received half of the above rate, the other half being paid to the first assistant; when the attendance exceeded 140 the head teacher was entitled to one-third of the allowance, the remaining two-thirds being apportioned among the assistants. Female teachers, whether head or assistant, received two-thirds and teachers of infants one-half of the above rates.

In 1873 in view of the difficulty of obtaining the services of a sufficient number of male pupil teachers, the rate of salary for these was raised to £40 per annum for the first year, with an increase of £5, £10, and £15 for the second, third, and fourth years respectively, making the salary £70 for the last year of the pupil teachers' course. The salaries of female pupil teachers remained without change.

The non-vested schools in every case were connected either with the Anglican or the Roman Catholic Church, and the buildings were provided and the teachers were appointed by the authorities of those religious bodies. The usual routine of a vested school was to be observed in a non-vested school, but religious doctrine could be taught, either by the teachers or by the ministers of the church to which the school belonged, provided that such religious instruction was imparted before or after the hours set apart for the ordinary instruction.

The aid granted to non-vested schools consisted of salaries to the teachers and a supply of books. The teachers were subject to the Board's approval of their qualifications, and the schools were inspected by the Government officers. An average attendance of at least thirty children was required.

In 1860 when the "Board of General Education" was created there were four National schools in operation and the aggregate attendance was 493. Ten teachers were employed, and the total expenditure for all purposes in that year was £1,615 2s. 3d. On the 31st of December, 1875, when administration by a Board was superseded by that of a Cabinet Minister, there were 230 schools in operation, the aggregate attendance being 33,643, and the average 16,887. At that time the total number of teachers employed was 595, and the total expenditure for all purposes for the year was £83,219 14s. 9d. The whole amount expended by the Board from its creation to its abolition was £434,966 1s.

Department of Public Instruction

The Education Act of 1860 was superseded by the "State Education Act of 1875" which came into operation on the 1st of January, 1876, and is still in force. The new Act provided that the whole system of public instruction in Queensland, formerly

administered by the Board of General Education, should be transferred to a department of the public service to be called the Department of Public Instruction, to be administered by a responsible Minister of the Crown to be called the Secretary for Public Instruction. State aid to non-vested schools was withdrawn from the 31st of December, 1880. The other main provisions of the Act are to the following effect:—

(1) There shall be two classes of schools, State Schools and Provisional Schools; State Schools to include schools conducted in buildings erected upon land vested in the Department of Public Instruction; Provisional Schools to be schools in which temporary provision is made for the primary instruction of children. In places where the population is scattered, and it is impossible to assemble in one place a sufficient number of children to justify the establishment of a State school or a Provisional school, the Act empowers the Department to employ itinerant teachers whose duty it shall be to travel from place to place and give such instruction in such manner, and at such times as shall be determined by the Minister. Up to the present time it has not been found possible to give effect to this provision, and the efforts of the Department to get the parents to co-operate and form centres where the children might be assembled for instruction have failed. The difficulty of providing education in isolated localities has been partially met by establishing pairs of half-time schools, each school having an attendance of at least six children. Each pair is conducted by one teacher, and school is held on alternate days or weeks as may suit local circumstances.

(2) One-fifth of the cost of State school buildings shall be provided by local voluntary contributions, the remaining expense being borne by the Department.

(3) Secular instruction only shall be given and by the teachers.

(4) The whole cost of the instruction in primary schools shall be defrayed by the State, and no fees shall be charged to any child attending the same.

(5) The subjects of instruction shall be Reading, Writing, Arithmetic, English Grammar, Geography, History, Elementary Mechanics, Object Lessons, Drill and Gymnastics, Vocal Music, and (in the case of girls) Sewing and Needlework. In 1894 Drawing was added to the curriculum, and on 15th December, 1897, an amending Act of Parliament was assented to empowering the Governor in Council by regulation from time to time to prescribe that one or more of the subjects specified in the principal Act may be omitted from the curriculum in schools where there is only one teacher employed, and that any other subjects of secular instruction in addition to those specified in the principal Act may be taught in primary schools. Under the provisions of the amending Act the range of subjects has been enlarged. The present programme of instruction for the six classes in a primary State school is quoted in Appendix A to this report.

(6) The Governor in Council may constitute and define school districts containing one or more primary schools, and may appoint in each such district a school board, which shall consist of not

less than five nor more than seven persons. The Board may hold office for a period of three years.

(7) The parent of every child of not less than six nor more than twelve years of age, shall, unless there be some valid excuse, cause such child to attend a State school for sixty days at least in each half-year.

Any of the following reasons shall be deemed a valid excuse:—

(a) That the child is under efficient instruction in some other manner.

(b) That the child has been prevented from attending school by sickness, fear of infection, temporary or permanent infirmity, or any unavoidable cause.

(c) That there is no State school which the child can attend within a distance of two miles, measured according to the nearest road ordinarily used in travelling from the residence of such child.

(d) That the child has been educated up to the standard of education.

Any parent who neglects to send his child to school shall, on conviction, be liable to a fine not exceeding twenty shillings or seven days' imprisonment for a first offence, and to a fine of five pounds or thirty days' imprisonment for a second or subsequent offence. No prosecution shall be instituted without the express direction of the Minister testified under his hand and the seal of the corporation, and the compulsory provisions of the Act shall only be in force in such districts as the Governor in Council may from time to time declare by proclamation. Up to this time no district has ever been proclaimed, and the compulsory clauses have never been put in force.

Administrative Staff.

On the 1st of January, 1898, the administrative staff of the Department consisted of the Secretary for Public Instruction, the Under Secretary (the permanent head), Chief Clerk, Registrar, Accountant, and eleven clerks.

School Committees.

The Minister appoints a school committee for each school to advise and assist him in matters relating thereto reserving to himself the power of controlling through his officers the professional management of the schools. State school committees ordinarily consist of not less than five members, but provisional school committees need not include more than three members. In the case of new schools the committee is nominated by the subscribers to the building fund, and in the case of schools already established by a majority of the parents attending the school. Any adult person of either sex, whether a parent or not, is eligible for appointment as a member of a school committee. Committees hold office for three years, and retiring members are eligible for re-election.

The principal duties of a school committee are:—

(1) To take care that the school buildings are not used for any unauthorised purpose;

(2) To observe and report upon the state of the school buildings and premises, and to supervise the execution of such improvements as the Minister may authorise them to carry out:

(3) To inspect periodically the school registers and records:
(4) To use their influence with parents to induce them to send their children regularly to school:
(5) To report the conduct of the teachers to the Minister when they are in fault, and to protect them from vexatious and frivolous complaints:
(6) To correspond with the Minister, through their secretary, on subjects connected with the school, and make suggestions that may be considered beneficial
(7) To assist in supervising local examinations where assistance may be necessary.

Number of Schools in Operation.

At the end of 1899 there were in operation 884 schools comprising 412 State and 469 provisional together with three special schools for aboriginals. There was a net increase of 51 schools for the year. Twenty-two provincial schools are worked on the half-time system.

The regulations provide for a State school being established when a permanent daily average attendance of 30 pupils is assured; but in 1899, omitting places where the establishment of a State school has been approved, or respecting which action is pending, no less than 36 of the provisional schools had an average daily attendance for the year sufficient to justify the establishment of a State school. The difficulty which the promoters of schools find in raising one-fifth of the cost of State school buildings largely explains the delay in substituting State schools for overgrown provisional schools.

Attendance of Children.

For 1899 the gross enrolment was 88,072 in the State schools, and 15,472 in the provisional schools, making a total of 103,544. The net enrolment (or number of distinct children on the rolls) was 92,120. The average daily attendance was 53,604 in the State schools and 9,529 in the provisional schools—total 63,133. A total of 1,817 children (1,040 boys and 777 girls), between the ages of six and fifteen, who, though living within reach of a school, were reported to be not educated up to the standard of education and not attending any school. Of those 1,100 were between the ages of six and twelve and 717 were over twelve.

The number of children reported as not attending school the minimum number of days required by the Education Act—that is to say, 60 days in the half-year—was 10,816 in the half-year ending June, and 9,377 in the half-year ending December.

Finance.

In 1899 the total sum spent on education was £262,126 14s. 8d., apportioned as follows:—

Primary Education, including expenditure on buildings	£236,418	15	10
Scholarships and Exhibitions... ..	3,747	11	0
Endowments to Grammar Schools ...	10,000	0	0
Museum and Technical Education ...	9,129	13	2
Schools of Arts Grants in aid ...	2,830	14	8
	£262,126	14	8

The cost of administration was £5,056 8s. 1d., or about 1·9 per cent. of the gross departmental expenditure. The cost of inspection was £7,037 19s. 8d., or a little under 2·7 per cent. of the expenditure on primary education alone. In State and provisional

schools the average cost per head based on the average daily attendance was £3 14s. 10¾d. In the case of State schools local contributions to the extent of one-fifth of the cost are required towards surveying, purchasing and clearing the site; erecting school and teacher's residence, closets, playshed, and fencing; and providing furniture and tanks, additions and alterations rendered necessary by increased attendance; and enlarging the teacher's residence. Local contributions to the extent of at least one half of the cost are required for gymnasium and gymnastic apparatus, school bells, tree planting, gravelling playgrounds, school cabinets for holding specimens of manufactures or natural objects, book-cases for school libraries, and clearing playgrounds of weeds or of a second growth of timber. In no case does the Department supplement local contributions towards the cost of the foregoing unless the Minister's approval has first been obtained.

The Department may contribute towards the cost of provisional school buildings, and of providing the necessary furniture, tanks, closets, and fencing, not more than one-half of the total cost, and not more than £50. Particulars in regard to the payment will be seen in Appendix B.

The cost of the ordinary maintenance and repairs of State school buildings is defrayed wholly by the Department, but provisional schools must be kept in good repair by the parents of the pupils. Except as above specified, the whole cost of primary education is defrayed by the State. The expenditure on State school buildings during 1899 was £26,463 4s. 0d., and the amount granted in aid of provisional schools was £1,926 6s. 7d. making a total of £28,389 10s. 7d. The amount spent in each previous year can be seen from Appendix C. The local contributions received in 1899 amounted to £5,585 6s. 3d.

Schools are usually built of hardwood, as that is the best material for the climate; and special attention is paid to lighting and ventilation. A few of the oldest schools are of brick or stone. The average cost of a set of State school buildings, including a residence for the teacher, is about £10 for each pupil to be accommodated, allowing eight square feet of floor space for each pupil. A provisional school to accommodate 20 pupils, with furniture and office, but without residence for the teacher, costs about £100. In the far north and west of the Colony building is much more expensive owing to the higher rate of wages and the additional cost of material.

From March, 1879, to the 1st of July, 1893, the erection and maintenance of State school buildings were supervised by a special professional branch of the Department of Public Instruction, but the charge of State school buildings was transferred on the latter date to the Department of Public Works. The administration of vote for school buildings is still controlled by the Minister for Public Instruction.

School sites.

School sites and reserves are vested in the Secretary for Public Instruction and the title deeds are issued in his name. The sites usually contain an area of from 5 to 10 acres and no area of less than 2 acres is deemed sufficient. When new townships are surveyed five acres of land in a central and suitable position are set apart for school purposes.

Private Schools. On the 31st of December, 1897, the number of private schools (including church schools) in the Colony was 173, comprised as follows:—For boys 18; for girls 18; mixed 137. The number of teachers employed was 537, viz., 85 males and 452 females. The average attendance of pupils was, males 4,547 ; females 6,151 ; total 10,698. Of these schools 66 were in the metropolis. Private schools are not endowed by the State and are not in any way subject to its control; and many of them are maintained by the Anglican and Roman Catholic Churches. Though not receiving pecuniary aid, private schools are accorded the privilege of inspection by the Government inspectors if it is desired by the promoters, and the pupils of all schools subjected to inspection are allowed to compete for State scholarships and bursaries.

Inspection. There are twelve inspectors, viz:—the General Inspector, and eleven district inspectors. The General Inspector's duties confine him mainly to the office, though he is enabled from time to time to make tours of inspection, when his duties in the office are performed by the senior district inspector.

For the purposes of inspection the Colony is divided into ten school districts, each being under the supervision of an inspector. The inspectors are not changed from one district to another at fixed intervals, but retirement of officers or additional appointments occasionally render a rearrangement of districts necessary.

The principal duties of the inspector are:—To inspect at least once in every calendar year all the schools within his district, and to examine the pupils according to the course of instruction and standards of proficiency laid down in the regulations; to report to the Under Secretary on the prescribed form the results of his inspection and examination of schools; to make second inspections to such extent as circumstances will permit, referring to the general working of the schools and the methods of instruction rather than to the proficiency of the pupils; to make inquiry into applications for the establishment of new schools; to investigate, when required, complaints againt teachers, and to prepare questions for the examination of teachers and to examine and value the worked papers.

In his first report of inspection in any year, the inspector is required to furnish information on the following points in regard to each school:—

Material Organisation. — Accommodation, furniture and appliances, cleanliness of premises, disposal of the materials for instruction, requirements.

Records.—How they are kept.

Attendance.—Quantity, quality, and punctuality.

Routine.—Suitableness of the time-tables; how the school is worked; the distribution of the staff.

Classification.—How the average age stands as compared with the standard; whether the work done is consistent with the half-yearly programmes; state of the classification as regards number and size of the classes.

Methods.—Kind of methods employed in teaching; whether they are applied with skill and energy.

Proficiency.—Whether the quantity of work attempted is satis-

factory; degree of average proficiency in the subjects taught as regards mechanical and intellectual work.

Progress.—What progress the pupils may be regarded as having made.

General Condition.—Whether the general condition may be regarded as satisfactory or otherwise.

Teaching Staff.—Sufficiency in regard to numbers and personal qualifications.

The inspectors furnish annual general reports, and these are published yearly as appendices to the Annual Report of the Secretary for Public Instruction submitted to Parliament.

Singing, Drawing, Domestic Economy, and Cookery.

Singing (vocal music), drawing, drill, gymnastics, and physical exercises, form part of the school curriculum and the standards are set forth in Appendix A hereto. These subjects are taught by the ordinary teaching staff and special instructors are not employed. Domestic Economy is taught in schools for girls and for girls and infants only. Lessons in Cookery have not yet been introduced into any of the public schools.

In order that teachers might be able efficiently to instruct the pupils in drill and physical exercises a qualified drill instructor formerly in the service of the Queensland Defence Force was employed by the Department of Public Instruction, from the 1st of December, 1891, to the 30th June, 1893, to instruct the teachers. He held drill classes in all the principal towns of the Colony and the male teachers went through a course of instruction in Parts I. and II., " Infantry Drill, 1889 " (revised)—physical drill with and without arms receiving special attention—and some of the simpler movements in Battalion Drill, Part III. Infantry Drill. Classes for the instruction of the female teachers in the " Physical Training " exercises were also held where practicable.

In 1897 a Manual of School Drill was specially prepared by the Department and issued to teachers in Public schools for their information and guidance. The text book was mainly compiled from the latest authorised book on Infantry Drill.

State School Cadet Corps.

Cadet Corps in connection with three of the State schools in Brisbane have recently been formed. Each Company is of the full strength of 80 members, which is the limit. The Captain of each company is a member of the teaching staff, and all the other officers and non-commisioned officers are pupils of the school. The Cadet Corps is attached to the Queensland Teachers' Volunteer Corps. A drill instructor is provided by the Defence Force, and two hours a week are given to drill, of which one hour is school time. An annual capitation allowance of £1 will be granted from the Parliamentary vote for the Defence Force to cover expenses.

It is expected that the Corps already established in the capital will be followed by similar corps in the chief centres of population.

Religious Instruction.

No religious instruction may be given in school during school hours, but the Education Act provides that school buildings may be used for the purpose of giving religious instruction to the children out of school hours, subject to the following conditions:—

"Applications from Ministers of religion or other persons desirous of giving religious instruction to the children in the school buildings, out of school hours, must be made to the Minister through the head teacher in the form set forth in Schedule II., or to the like effect. A notice specifying the intention of the applicant must be affixed to the door of the school for one week prior to the forwarding of the application.

"Applicants must be officiating ministers of religion, or be recommended by persons who so officiate.

"Every reasonable facility will be afforded by the Minister to applicants, so far as is consistent with a due recognition of the claims of other persons who may also desire to give religious instruction."

Classification and Promotion of Teachers.

Classified teachers are appointed by the Governor in Council. All unclassified teachers and pupil teachers are appointed by the Minister.

The following quotations from the Regulations of the Department afford information as to the appointment, classification and emoluments of teachers of all grades:—

"Candidates for admission into the service of the Department as teachers must make application to the Minister in the form prescribed. Teachers are not permitted to officiate as ministers of religion. No person who is not a classified teacher will ordinarily be employed as a head teacher or as an assistant teacher in a State school. There shall be three classes of classified teachers, and three divisions in each class.

"The classification of teachers in the first instance will be based upon:—

(1) Their classification at the date of these Regulations.

(2) Their attainments as testified by examinations before examiners appointed by the Minister, and their skill in practical school management; or

(3) Their attainments as testified by the standards of the examinations which they have passed in the United Kingdom or elsewhere in the British Dominions, and their skill in practical school management.

"On their first admission into the service of the Department, all teachers will be appointed on probation, and will not be classified until an official report on their skill in practical school management has been received.

"The conditions of promotion to a higher class are:—

(1) That Parliament has appropriated money for any consequent increase of salary;

(2) That the teacher has passed the examination for admission into the higher class;

(3) That the teacher has been three years in the highest division of the third class before admission into the second class, and four years in the highest division of the second class before admission into the first class, and that during those periods respectively

(*a*) His work has been satisfactory;

(*b*) He has shown skill in practical school management

sufficient to warrant his admission into the higher class; and

(*c*) His general conduct has been satisfactory.

The conditions of promotion to a higher division of a class are:—

(1) That Parliament has appropriated money for any consequent increase in salary;

(2) That since the teacher's last promotion in classification a period of three years has elapsed, if he is in the third class, four years if he is in the second class, and five years if he is in the first class; and that during those periods respectively

(*a*) His work has been satisfactory;

(*b*) He has shown skill in practical school management sufficient to warrant his admission into the higher division; and

(*c*) His general conduct has been satisfactory.

"The minister will, at the end of every year, review the status of all classified teachers who are eligible for promotion to a higher grade; and, to assist him in doing so, may appoint a board consisting of the Under Secretary, the General Inspector, and one district inspector selected for that duty from time to time.

"No promotion will be made so as to pass over an intermediate class or a division of a class.

"The Governor in Council may, for inefficiency, gross neglect of duty, or serious misconduct, reduce or cancel a teacher's classification; and a teacher shall have no claim for compensation or damages on account of such reduction or cancellation of classification.

"Teachers of provisional schools are appointed by the Minister. Candidates for employment as provisional school teachers need not be classified teachers; but they will be required, before appointment, to satisfy the Minister that they possess attainments sufficient for the position, and are free from any physical defect likely to impair their efficiency.

"There shall be four classes of pupil-teachers besides pupil-teachers on probation, the first class to be the lowest. **Pupil Teachers.**

"All pupil-teachers will be appointed on probation till the annual examination of teachers next following the date of their appointment. Pupil-teachers so appointed must be not less than fourteen, nor more than seventeen years of age at the end of the year in which they are appointed. They must be of good character and free from any physical defect likely to impair their efficiency as teachers. The period of probation will not be regarded as part of the term of pupilage, and if their work is unsatisfactory during that period, or if they fail to pass the examination at the end of it, their services will not be retained.

"The term of pupilage shall ordinarily extend over four years: but the Minister may in certain cases reduce it to three years by admitting as pupil-teachers of the second class candidates who have passed the examination qualifying for that status, provided that they are not less than fifteen years of age.

"No candidate for employment as pupil-teacher will be admitted to any class higher than the second.

"Promotion to a higher class will be gained by good conduct, by passing the annual examination, and by showing satisfactory and improving skill in teaching.

"They must attend at each annual examination and pass the prescribed examinations in regular order. Those who fail in the examination for any class must present themselves for that examination again, if their services are retained.

"The services of a pupil-teacher who fails to pass an examination may be dispensed with, and those of a pupil-teacher who fails two years in succession will not be retained.

"Pupil-teachers' certificates in a prescribed form must be furnished quarterly to the Department by the head teachers.

"Pupil-teachers are liable to summary dismissal for immoral conduct, insubordination, disobedience, or gross neglect of duty.

"Pupil-teachers may be required by the Minister to attend special classes for their instruction.

"The services of pupil-teachers will cease at the end of their term of pupilage, and their further employment will depend on their qualifications and the requirements of the Department. Those that pass the examination at the end of their pupilage will be noted as eligible for appointment to Provisional schools if they apply for such an appointment.

Classification and Staffing of Schools.

"There shall be eight classes of State schools, as follows:—

"Class 1,	with an average attendance of over		800 pupils.			
„ 2,	„	„	„	601 to 800	pupils inclusive.	
„ 3,	„	„	„	401 to 600	„	„
„ 4,	„	„	„	281 to 400	„	„
„ 5,	„	„	„	161 to 280	„	„
„ 6,	„	„	„	81 to 160	„	„
„ 7,	„	„	„	41 to 80	„	„
„ 8,	„	„	„	30 to 40	„	„

"Schools will be classified on the first day of January in each year on the average attendance during the preceding year. For the purpose of determining the classification of a school, the aggregate attendance for the preceding twelve months will be divided by the number of calendar school days remaining after deducting those on which the school was closed by proper authority.

"Teaching staffs will be allotted on the following basis:—

To schools of Class 8—one teacher.
„ „ „ 7—not more than two teachers.
„ „ „ 6—not more than one teacher for each 35 pupils in average attendance.
„ „ „ 5—not more than one teacher for each 35 pupils in average attendance.
„ „ „ 4—not more than one teacher for each 40 pupils in average attendance.
„ „ „ 3—not more than one teacher for each 40 pupils in average attendance.

"To schools of Class 2—not more than one teacher for each 45 pupils in average attendance.
" " " 1—not more than one teacher for each 45 pupils in average attendance.

"The word 'teacher' includes pupil-teacher, or pupil-teacher on probation; and two-thirds of the whole staff may be pupil-teachers.

"The annual salaries of classified assistant teachers shall be as follows (*see also Supplementary Note*):— **Emoluments of Teachers.**

Classification of Teacher.		Males.		Females.
Class I. Div. 1	......	£204	...	£180
" " 2	......	192	...	168
" " 3	......	180	...	156
Class II. Div. 1	......	168	...	138
" " 2	......	156	...	126
" " 3	......	144	...	114
Class III. Div. 1	......	126	...	96
" " 2	......	114	...	84
" " 3	......	102	...	72

"Married men in charge of State schools will be provided with residences, or will be granted allowances for rent.

"The annual salaries of classified head teachers shall be according to the following scale:—

	Class of School.							
	1	2	3	4	5	6	7	8
	£	£	£	£	£	£	£	£
Males ...	450	400	360	320	280	240	200	160
Females	360	320	280	240	200	160	130	110

"Salaries in the following cases will be determined by the Minister:—

(1) Unclassified teachers;
(2) Teachers holding temporary appointments;
(3) Teachers' wives acting as assistants to their husbands; and
(4) Teachers of State schools which, by reason of diminished attendance, have fallen below class 8.

"The annual salaries of teachers in Provisional schools shall be according to the following scale;—

"For a teacher in charge of a Provisional school with an average attendance of—

		Males.		Females.
Over 20 pupils	... ...	£100	... ...	£80
From 12 to 20 pupils	...	90	... ...	70

"When the average attendance at a Provisional school exceeds 30, or falls below 12, the salary will be determined by the Minister.

"The salaries of pupil-teachers shall be as follows:—

	Males.	Females.
On probation	£20 per annum	£12 per annum.
1st Class	£30 " "	£20 " "
2nd "	£40 " "	£25 " "
3rd "	£50 " "	£35 " "
4th "	£65 " "	£50 " "

"A fee at the rate of five pounds per annum for the period of instruction will be paid for every pupil-teacher trained in a school who passes the annual examination. If the pupil-teacher has been trained by one teacher only, assistant or otherwise, the whole amount of the fee will be paid to such teacher; if he has been trained by more than one, the fee will be divided amongst them in proportion to the amount of time each teacher has given to the work.

"An allowance may be made to teachers in remote parts of the colony on account of the increased cost of living.

"An allowance at the rate of six shillings per annum, to defray cost of postage, will be made to the head teachers of all schools.

"Teachers are required to keep the school buildings clean, and for this purpose will receive from the Department an allowance on the following scale:—

For Provisional schools	£2 per annum.
For State schools of Class 8	4 " "
" " " " " 7	6 " "
" " " " " 6	8 " "

"For State schools with attendance above 160 the actual expenses will be allowed, but the rate of payment must be approved by the Minister."

Number of Teachers employed.

At the end of 1899 the total number of teachers was 1,961. The tabular statement following gives the numbers in detail:—

Status of Teachers.	1899.		
	Males.	Females.	Total.
Classified	491	416	907
Unclassified	223	289	512
Pupil-teachers	214	328	542
Totals	928	1,033	1,961

The average number of pupils taught by each teacher was 35·6 in the State schools, 21 in the Provisional schools, and 32·2 for all schools.

The number of classified teachers in each rank and the number of pupil-teachers in each class are shown in the condensed statement below:—

Sex.	Classified Teachers.				Pupil-Teachers.					
	Class I.	Class II.	Class III.	Total	Fourth Class (Highest)	Third Class.	Second Class.	First Class.	On Probation.	Total
Male	20	193	278	491	28	51	30	39	66	214
Female... ...	1	49	366	416	38	85	76	60	69	328
Totals ...	21	242	644	907	66	136	106	99	135	542

Pensions. No provision is made for pensions for teachers and in this respect they are on the same footing as other officers of the Public Service.

Leave of Absence. Under the Public Service Act of 1896 the Governor in Council may, upon the recommendation of the Public Service Board, grant to any officer of ten years' continuous service leave of absence for a period not exceeding six months on half salary, or three months on full salary; or to any officer of fifteen years' continuous service nine months on half salary or four and a half months on full salary; or to any officer of twenty years' service twelve months on half salary or six months on full salary.

Retirement. The same Act provides that every officer on attaining the full age of sixty-five years shall retire from the Service, but the Governor in Council may, on the recommendation of the Public Service Board, request such officer, notwithstanding his age, to continue to perform his duty.

The foregoing provisions as to leave of absence and retirement apply to all classified teachers.

Free Meals. It has not been found necessary for the State to make any provision for free meals for needy scholars, as the children are well-cared for and supplied with sufficient food by their parents or guardians.

Continuation Schools and Classes. The Education Act empowers the Secretary for Public Instruction to make provision for the establishment of night schools, but the Minister has not found it expedient to organize a system of those schools. Teachers are allowed, with the sanction of the Minister first obtained, to give instruction out of school hours, in extra subjects to pupils who are desirous of such instruction, and to charge a fee for the tuition. Teachers also, on application, are granted permission to hold night classes for adults and for young people who have left school and desire to continue their education.

II.—Secondary and Higher Education.

(a) *Grammar Schools.*

The first Government of Queensland in the first session of Parliament, 1860, introduced a Bill to provide for the establishment of public grammar schools in the Colony. The measure was assented to on the 7th of September, 1860. Under the pro-

visions of this Act a grammar school may be established in any locality where a sum of not less than one thousand pounds has been raised locally for the purpose by donation or subscription, and the Governor in Council may grant a subsidy not exceeding in the whole twice the amount so raised, such amount to be devoted towards the erection of school buildings and a residence for the head master. The site for the school and the plans and specifications for the buildings must be approved by the Governor in Council. Each Grammar school is governed by a Board of seven trustees appointed by the Government, and of these four are nominated by the Government and the others by a majority of the subscribers to the funds. The trustees hold office for three years and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government and discipline of the school. All such regulations are subject to the approval of the Governor in Council.

An amending Act was passed in 1864 which provides that whenever the sum received in any district for the purpose of establishing a Grammar school amounts to not less than two thousand pounds and fees to the amount of five hundred pounds per annum have been promised by responsible persons for a period of three years, the Governor in Council may grant a sum not exceeding in the whole £1,000 per annum towards the stipend of the teachers and all incidental and necessary current expenditure. The original Act provides for an endowment by way of land in the school district, the grant not to exced the value of £2,000.

There are ten Grammar schools in Queensland, six for boys and four for girls. Separate schools for boys and girls have been established at Brisbane, Ipswich, Maryborough and Rockhampton; and schools for boys at Toowoomba and Townsville. The school for boys at Ipswich which was opened in 1863 was the first Grammar school in the Colony.

Endowment at the rate of £1,000 per annum is paid by the State to each Grammar school making a total annual endowment of £10,000 per annum to the Grammar schools. The aid granted by the Government since the passing of the Act to the 31st December, 1899, has reached a total of £256,535 9s. 11d. Of that amount £13,500 represents special loans and is being repaid by half-yearly instalments of principal with interest.

In 1897 the number of permanent teachers employed in the Grammar schools was 50, and the number of visiting teachers was 17. The aggregate number of scholars on the rolls was 848, and the average daily attendance was 753.

The accounts of the various Grammar schools are audited yearly by the State Audit Inspectors; but the schools are not otherwise subjected to examination or inspection by the Government.

(b) *Scholarships and Exhibitions.*

The Education Act of 1860 permitted the Board of General

Education to set apart from the funds at their disposal a proportion not exceeding five per cent. upon the whole annual amount for the purpose of granting exhibitions at some one or other of the Grammar schools of the Colony to such scholars in any primary schools as were proved by competitive examination to be entitled thereto. On the 7th of April 1864 the Board of Education gave effect to the provision by granting five scholarships of the value of £20 each available at the Ipswich Grammar School. Five boys received scholarships in 1865, and seven others in subsequent years, but regular competitive examinations were not introduced until the year 1873. At different times the scholarships have varied in number, value, and duration. Those first granted were tenable for one year only, and from 1867 until 1874 their value did not exceed the amount of the tuition fees charged by the Grammar schools. Since the beginning of 1874 the scholarships have been tenable for three years. In view of the small number of pupils of country schools that came forward as candidates it was resolved by the Board of Education that from the first of January 1874 the value of a scholarship should be £50 per annum, the difference between that amount and the Grammar school tuition fee (sixteen guineas a year) being intended to assist in defraying the cost of residence. From the first of January 1876 (when the present Education Act came into force) the benefits of a scholarship have been restricted to free education at a Grammar school for three years during good behaviour and the pleasure of Parliament. The scholarships granted by the Department of Public Instruction have varied in number according to the circumstances of the Colony from 50 for boys and 10 for girls in 1876, to 96 for boys and 32 for girls in 1897.

Prior to the first of January, 1895, successful candidates could elect to attend any Grammar school endowed by the State, but with a view to extend the advantages of Secondary Education without additional cost to the country, and to prevent an inequitable apportionment of the Vote for scholarships to any particular school, the Government introduced certain changes in the conditions of the scholarships, whereby a fixed number was allotted to each Grammar school according to the population of the district. The holders of scholarships were required to attend the school nearest to their homes, and for half of the scholarships so allotted payment of school fees was made in full, while for an equal number no fees were paid. That system was in vogue during the three years 1895 to 1897, but Parliament having expressed disapproval of the system, a new scheme came into force on the first of January, 1898, under which the Government may grant (a) 36 Scholarships to Grammar schools, three-fourths being open to boys, and one-fourth to girls; (b) eight State school bursaries to Grammar schools, six being open to boys, and two to girls; and (c) four State bursaries to the Queensland Agricultural College.

The principal conditions of the competition are as follows:—

Subject to appropriation by Parliament of funds for the purpose, and to the following conditions, the Governor in Council may

annually grant Scholarships to Grammar schools, and Bursaries to Grammar schools and to the Queensland Agricultural College. The awards to be based on written competitive examinations.

State Scholarships to Grammar Schools.

The Scholarships will entitle the holders to free education at a Grammar school established under the "Grammar Schools Act, 1860," or other Act of the Legislature, and will be tenable during good behaviour and the pleasure of Parliament for a period of three years. Candidates must be children who will not attain the age of fourteen years till after the thirty-first day of December in the year of examination, who have been in fairly regular attendance for the previous six months at a school inspected by the officers of the Department, and who have been in attendance at such school for eighteen months, or such shorter period as may, in special cases, be approved by the Minister. Candidates will be examined in grammar, arithmetic, and geography according to the course of instruction prescribed in the Regulations, up to and including the fifth class.

State School Bursaries to Grammar Schools.

Bursaries to Grammar schools will entitle the holders to free education at a Grammar school established under the "Grammar Schools Act, 1860" or other Act of the Legislature, together with an allowance not exceeding £30 per annum; and will be tenable during good behaviour and the pleasure of Parliament for a period of three years. Candidates must be children who will not attain the age of fourteen years till after the thirty-first day of December in the year of examination, who have not been pupils at a Grammar school within eighteen months of the date of the examination, who have been in fairly regular attendance for the previous six months at a school inspected by the officers of the Department, and who have been in attendance at such a school for eighteen months, or such shorter period as may, in special cases, be approved by the Minister.

Those candidates only who must necessarily board away from home in order to attend a Grammar school will be allowed to compete.

A bursary will not be awarded to any pupil whose parent or guardians are in a position to pay for his education. Candidates will be examined in grammar, arithmetic, and geography, according to the course of instruction prescribed in Regulations, up to and including the fifth class.

State Bursaries to the Queensland Agricultural College.

The number of State Bursaries to the Queensland Agricultural College shall not exceed four, and will be open to males only who have resided in the Colony for the two years immediately preceding the examination, or whose parents have resided in the Colony for the three years immediately preceding [the examination.

State Bursaries to the Agricultural College will entitle the holders to free board and instruction as resident students, and will be tenable during good behaviour and the pleasure of Parliament for a period of three years.

Candidates must be not less than sixteen nor more than eighteen years of age on the thirty-first day of December in the year of examination. The Candidate must apply to the Under

Secretary for permission to be examined on or before the first day of November in the year of examination, and with his application he must forward—(a) A certificate attesting the date of birth; (b) a certificate from a magistrate that he has resided in the Colony for the two years immediately preceding the examination, or that his parents have resided in the Colony for the three years immediately preceding the examination; (c) a medical certificate that he is of sound constitution and in good health.

Candidates will be examined to the extent prescribed in the Regulations up to and including the sixth class, in reading, writing, arithmetic, English composition, geography, mechanics, and drawing to scale.

Three Exhibitions to Universities are granted annually by the Government. The first examination was held in December, 1878. The Exhibitions are each of the annual value of £100 and are tenable for three years, so that they cost the State £900 a year. **Exhibitions to Universities.**

The subjects of examination are as follows:—

English	200 marks.
Latin (prescribed book)	200 „
Latin (unseen)	300 „
Greek (prescribed book)	200 „
Greek (unseen)	300 „
Mathematics, including Algebra, Geometry, Trigonometry, and Mechanics	900 „
French or German	200 „
History of Europe	200 „
Ancient History	200 „
Natural Science (one only of the following subjects—viz., Inorganic Chemistry, Physics, Botany, Geology, Zoology, or Physiology)	200 „

The examination is open to all students of either sex who will not have attained the age of nineteen years on the thirty-first of December in the year of examination, or who are State scholars under five years' standing, and who have resided in the Colony for the two years immediately preceeding the examination, or whose parents have resided in the Colony for the three years immediately preceeding the examination.

The amount of each Exhibition is payable upon the condition that the holder thereof proceeds to some University approved by the Governor in Council, and becomes a matriculated student thereof; and payment will be made only during such time as such holder remains in attendance upon lectures in such University as a matriculated student, and shows satisfactory diligence and good conduct.

Until 1895 the examination papers were specially prepared by the Professors of the University of Sydney by whom also the worked papers were examined, but in that year and since then the claims of the competitors have been tested by means of the papers set for the Senior examination in connection with the Sydney University. Of the 60 exhibitions granted, 44 have been gained by students who had previously won State Scholarships. The Exhibitions are open to candidates of either sex, but so far only one female has entered. She was successful in obtaining an Exhibition, taking first place amongst the competitors of her year.

As there is no University in Queensland, the Exhibitioners must attend a University beyond the limits of the Colony. The majority have attended the University of Sydney or of Melbourne, the others have chosen either Oxford, Cambridge, or Edinburgh

The successful candidates have shown by their work that the privileges granted by the Colony have been worthily bestowed and that the advantages of University education, thus conferred on students from Queensland have not been neglected. Many of the Exhibitioners are now holding prominent positions in the Colony.

(c) *University Education.*

In 1870 "An Act to promote Classical and Scientific Education" was passed empowering the Government to make regulations for conducting examinations for matriculation and for degrees in Arts and Sciences in connection with any University in Great Britain or Ireland. Numerous examinations for the degrees of B.A. and LL.B. in connection with the University of London have been conducted by the Department of Public Instruction, the examination papers having been sent out by the University to be answered by candidates in Queensland.

There is as yet no University in Queensland, but the establishment of one is earnestly desired by all those who take an interest in education. It is recognised that the system is incomplete without a University at which those young men and women who desire a complete education may continue their studies without leaving the Colony. Representations having been made to the Government that it was desirable to establish a University in Queensland to promote the advancement of Learning, the effectual teaching of Theoretical and Practical Science and the general advancement and prosperity of the people of Queensland, a Royal Commission consisting of twenty-six gentlemen was appointed in February, 1891, to inquire and report on the best means to be adopted for the purpose of *Establishing and Maintaining a University in Queensland.* The Commissioners, after an exhaustive inquiry, recommended immediate steps being taken towards the foundation of a University, and made many recommendations and suggestions for the establishment and maintenance thereof. The widespread financial distress that visited Queensland, in common with the other Australian colonies, soon after the report was furnished, has probably been the main cause of the delay in giving effect to the recommendation of the Commission.

At the present time fresh public interest is being shown in the question of establishing a University, and early action in that direction has been promised by the Government.

(d) University Extension.

A movement for University Extension in Queensland was originated at a meeting of graduates held in Brisbane on the 12th of May, 1893. At a public meeting held on the 30th of May, the desirableness of initiating the movement was affirmed and a large committee was elected. The committee subsequently met and framed a constitution and elected a Council. The committee appointed lecturers, and two courses were begun in Brisbane, and a centre was also started in Ipswich. The Council had meanwhile been affiliated to the University Extension Board of the University of Sydney.

The following table gives approximately the attendance at the classes:—

1893	Brisbane	Two courses	209 students
	Ipswich	One course	50 students
1894	Brisbane	Five courses	260 students
	Ipswich	Two courses	104 students
1895	Brisbane	Five courses	114 students
	Ipswich	One course	35 students
1896	Brisbane	Four courses	130 students
	Ipswich	One course	44 students

(e) Sydney University Senior and Junior Examination.

By arrangements made with the authorities of the Sydney University, Queensland students have for many years past been allowed to enter for the Senior and Junior examinations in connection with that University. The examinations are held at various local centres, and are conducted in accordance with the rules of the Universiy. Queensland students largely avail themselves of this privilege.

III. Technical and Agricultural Education.

A State system of technical education has not yet beer. initiated in Queensland. Technical Colleges are carried on in connection with Schools of Arts in many of the towns under the control of local Committees by whom regulations are framed and the colleges administered. The aid granted by the State is £1 for every £1 raised locally, but no grant can exceed the amount voted annually by Parliament. For the financial year 1897-8 Parliament voted £1,750 for the metropolitan Technical College and £250 for most of the provincial colleges. The total amount voted for the year is £6,100.

The books and accounts of the colleges are audited by the State audit inspectors.

The following table furnishes the statistics for 1896:—

Name of College.	Number of students attending.	Number of Classes.	Expenditure.		
			£	s.	d.
Brisbane, North ...	845	51	2,744	3	9
Brisbane, South ...	68	14	136	10	8
Ipswich	131	9	310	13	9
Toowoomba	153	16	533	0	0
Warwick	66	8	125	19	7
Maryborough	151	10	332	17	2
Bundaberg	65	4	91	18	9
Rockhampton... ...	387	11	321	7	11
Townsville	164	7	105	6	4
Mackay	32	5	139	0	3
Charters Towers ...	46	2	40	13	9
Gympie	69	8	77	15	0
Totals......	2,177	145	4,959	6	11

Queensland Agricultural College.

The Queensland Agricultural College was established by the Government in 1897 and is under the control of the Department of Agriculture. Its primary purpose is the training and education of young men in the art of agriculture and the sciences related thereto. The college is located on the main line of the Southern and Western railway about 58 miles west of Brisbane. The farm consists of 1,692 acres of land which, prior to the improvements instituted by the college, was a virgin forest, except about 600 acres on which the trees had been ringbarked. There are seven buildings, embracing a main college building, three dormitories, accommodating 56 students in all, two residences, and kitchen and dining hall. These buildings are plain, one-storied, wooden structures, planned for the needs of the college and the requirements of the Queensland climate. The cost of the buildings, with furniture and fittings, was £6,225 17s. 7d., and tenders have been accepted for the erection of a chemical laboratory with fittings, at a total cost of £1,013 14s.

The fees are £25 per annum payable half-yearly in advance, and a deposit of £1 as a guarantee against damage of buildings and furniture is required. The fee covers board, washing, room-rent, and lights.

Students study one-half of the time, a day of labour alternating with one of study. The practical work embraces (in addition to the care of live stock and the operations included in tillage and harvesting) fencing, clearing and grubbing, tile-draining, and construction of farm buildings.

Course of Study.

First Year.

Industrial.—Agriculture, Horticulture, Dairying, and Carpentry.

Lectures in Agriculture and Horticulture. Arithmetic, Book-keeping, Chemistry, Drawing, English Composition, and Mensuration.

Second Year.

Industrial. — Agriculture, Horticulture, Dairying, Blacksmithing.

Lectures in Agriculture, Horticulture, and Dairying. Anatomy and Physiology, Botany, Chemistry, Entomology, Geology, Physics, and Surveying.

Third Year.

Industrial.—Special Work.

Lectures in Agriculture. Agricultural Chemistry, Bacteriology, Botany, Landscape Gardening, Meteorology, Mechanics, Veterinary Science, and Zoology.

There are 54 students in attendance at the college at present, and fresh students are constantly being enrolled.

The permanent staff consists of

	Salary.
The Principal	£750 per annum.
Agricultural Chemist	300 „ „
Assistant Chemist...	125 „ „
English and Mathematical Master	250 „ „
Natural Science Master and Secretary	200 „ „
Farm Foreman	156 „ „
Horticulturist	130 „ „
Superintendent Mechanical Department	156 „ „

The total amount provided by Parliament for the Agriculture College for 1897-8 is £5,466.

IV. Industrial and Reformatory Schools.

There are two institutions of this nature, one for boys at Lytton (near Brisbane), and one for girls at Toowoomba.

On the 31st of December, 1897, there were 78 boys at Lytton, and 14 girls in the Toowoomba institution. The majority of the children were under 15 years of age. Neglect of parents and petty larcenies were the causes of the detention of 91·62 per cent. of the inmates.

After the children have served a period of satisfactory probation and training it is often possible to provide them (under proper supervision) with suitable employment in service.

The Industrial and Reformatory Schools are maintained by the State.

V. Institution for the Deaf and Dumb and the Blind.

The institution was founded in 1883. It is situate in Brisbane, and is managed by a Committee of ladies and gentlemen appointed annually by the subscribers. The school department, which was opened in 1893, is inspected yearly by one of the State school inspectors. The institution is maintained by means of public subscriptions, interest on legacies, sale of goods, and a Government endowment bearing a certain ratio to the amount raised from other sources.

The State contributed four-fifths of the cost of the erection and furnishing of the school buildings.

The staff consists of the Superintendent and Secretary, Matron, and six Teachers. Members of the medical profession give their services gratuitously.

On the 31st of December, 1897, there were 21 boys and 26 girls in the institution, 17 of these being deaf and dumb and 30 blind. Dormitory accommodation is provided for 60 pupils.

The methods of training adopted are:—

For the Blind: Reading in Braille and Mann types; Taylor's Arithmetic, board and mental; Music: singing, piano, and violin.

The usual raised maps, globes, etc., are also used.

The Deaf and Dumb are taught on the Manual System when they are not capable intellectually of being taught orally. Object lessons, kindergarten, and other helps are used to stimulate the activity of the children.

The State school curriculum is followed as far as possible.

The workshops employ 37 men and 6 women, and a number of blind boys receive instruction daily in some trade.

The principal articles manufactured by the inmates are brooms, mats, halters, baskets, cages, wicker-chairs, mattresses, brushware, etc. A ready sale is found for these articles.

The total amount received during the year ending the 30th June, 1897, was £6,681 14s. 3d., including the Government endowment of £2,942 19s. 6d., and the total expenditure for the same period was £6,539 13s. 5d.

VI. Orphanages.

The Orphanage Branch is a sub-department of the Department of Public Instruction, administered by the Inspector of Orphanages.

There are eight institutions for the protection and care of friendless or neglected children. Three of these, respectively in the Southern, Central, and Northern divisions of the Colony, are directly under Government control, one is under private management, while the remaining four are under the auspices of religious organisations.

The number of children under the control of the Department at the end of 1897 was as follows:—

Boys—842: Girls—774: Total—1,616.*

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* The corresponding total in 1899 was 1,644.

Children, who must be under twelve years of age, are usually admitted by the Department on the application of relatives or friends, destitution being the chief ground for the application. All claims for admission are subjected to careful scrutiny. Children committed by magistrates as deserted or neglected by their parents may be sent to an Orphanage if they are considered to be too young for admission to the Reformatory or the Industrial School.

The boarding-out system is largely employed in the Southern and Central divisions of the Colony, with highly satisfactory results. As the success of the system can be secured only by efficient supervision, the work is carried out by an inspector and two assistant inspectors, aided by local committees composed of ladies, and by head teachers of State schools. Children under the age of five years may be adopted. On attaining the age of twelve years, boys are sent out to service, chiefly on farms. The girls receive a year's training in ordinary domestic duties before going out to service at the age of thirteen. At the end of 1897 232 boys and 208 girls were in service. The demand for the services of these children is considerably in excess of the supply. Children adopted, hired-out, or apprenticed are subject to departmental supervision and inspection till boys are 17 and girls 18 years of age, when they are discharged from Government control. The wages of State children are placed to their credit in the Government Savings Bank in the name of the Inspector of Orphanages as trustee. The amount lodged to the credit of the hired-out children during 1897 was £2,326 13s. 11d., the amount standing to the credit of all State children at the end of the year being £12,776 11s. 9d. These moneys are the earnings of the children. Between the time of their discharge from control and the attainment of their majority, the children can draw upon their accounts to the extent of one-fourth of the total sum at their credit; but in all cases at the age of 21 the accounts are transferred to their own names.

At the time of admission parents are called upon to contribute, according to their circumstances, towards the maintenance of their children; and during 1897 the sum of £1,706 5s. 3d. was received from this source. For the same period the total expenditure on account of the Orphanages was £22,181 19s. 8d.

To this report are appended :—

A. Schedule showing the Course of Instruction in Primary Schools.

B. The Regulations dealing with the Establishment and Maintenance of Schools.

C. Statistical Table giving a Comparative View of Primary School Operations from the passing of the "State Education Act of 1875" to the 31st of December, 1899.

J. G. ANDERSON, M.A.,
Under Secretary for Public Instruction
in Queensland.

Department of Public Instruction, 30th June, 1898.

SUPPLEMENTARY NOTES.

The following extracts are taken from the twenty-fourth report of the Secretary for Public Instruction in Queensland, dealing with the year ending 31st December, 1899:—

Education Office Gazette.

"For some years past the Education Department of more than one of the Southern Colonies have published a monthly gazette, and, recognising the value of these periodicals as a means of conveying useful information to teachers, as well as of reducing the work of the clerical staff, my predecessor, the Hon. D. H. Dalrymple decided to establish an *Education Office Gazette* for Queensland. The first number was issued 1st May, 1899, and the *Gazette* has been published monthly up to the present time. It contains notices of appointments and transfers of teachers, and of the opening of new schools; examiners' notes on the answering of examination papers; and general instructions to teachers. A part of the paper is devoted to answers to correspondents, to notes and queries, to selected extracts, to reviews of educational works, and to general information of an interesting and useful nature. A copy of each monthly part is forwarded post-free to every school under departmental inspection, and to members of both Houses of Parliament."

Grants to Provisional Schools.

"In compliance with a resolution of the Legislative Assembly, provisional schools, which heretofore had been receiving a subsidy not exceeding £50, and not more than half the cost of new buildings and furniture, were placed on the same footing as State schools in regard to subsidy. By this step the State assumed responsibility for four-fifths of the cost of provisional school buildings and their equipment, without limitation to any prescribed amount."

Teachers' Salaries.

"The Legislature approved of a higher scale of payment to male assistant teachers, and the new rates came into force from the 1st of July. According to the old rates, the annual salaries of these teachers rose by eight irregular increments, according to classification, from 102*l.* to 204*l.* The new rates provide eight increases of 20*l.* each, rising from 102*l.* in the lowest class of teacher, to 262*l.* in the highest."

"Under Regulations which came into force on the 1st of January, 1898, the salary of a head teacher depends upon the class of school to which he is appointed. The classification of a school depends upon the average attendance recorded for the previous year; and a decrease of attendance below a certain fixed number causes a school to fall in classification. To a head

teacher a fall in the classification of his school means a decrease of salary."

AGE OF PUPIL TEACHERS.

"A change was made in the Regulations defining the limit of age for admission as pupil teacher in certain cases. Regulation 39 provided that candidates must not be more than 17 years of age at the end of the year of their admission. It was found that the Regulations excluded from the rank of pupil teacher a very desirable class of candidate, namely, ex-scholarship boys and girls, who, having completed a curriculum of three years at a State grammar school, were too old for admission. By extending the maximum limit of age by one year the service has been opened to numerous candidates, the State reaps the advantage of the training at a grammar school for which it has already paid, and a link has been formed to connect the higher schools with the practical work of primary education. The candidates here referred to are admitted as pupil-teachers of the third class, and thus, after two years' service, become eligible for admission to the ranks of classified teachers.

ACCOMMODATION AND ATTENDANCE.

"During the year 1899 the accommodation in State Schools was increased by 22,880 square feet of floor space. Of this increase an addition of 15,464 square feet was furnished by new schools, and 7,416 square feet of the enlargement of existing schools. Allowing 8 square feet of floor space for each child provision was made for the accommodation of 2,860 additional pupils. The average attendance of State Schools increased during the year by 4,621. At the end of the year the total floor space in the State Schools was 520,325 square feet, exclusive of verandahs, and allowing 8 square feet for each child the accommodation was enough for 65,040 pupils. The average attendance at these schools for the year 1899 was 63,133, which is 68·5 per cent. of the net enrolment, an increase of 2·8 over that of 1898."

INSPECTION.

"No addition was made to the inspecting staff during the year, although the pressure upon the existing staff was so great that very few second inspections of schools were possible. The number of District Inspectors is 11, and the total number of schools inspected was 829, of which 406 are State and 423 provisional schools. Much diversity of opinion is expressed as to the effect of 'The State Education Act Amendment Act of 1897,' by which science, geometry, algebra, and the study of an English classic were made subjects of instruction in Classes V. and VI. It is generally conceded that the study of the chosen classic, 'The Merchant of Venice,' is a popular subject, and is well treated by our teachers. Progress in the other additional subjects has so

far been unequal, but the Act only came into force on 1st July, 1898, and the progress made is by no means discouraging.'

The General Inspector on Curriculum.

In this connection General Inspector D. Ewart says in his Annual Report:—

"I think there is more made of the newer additions to the programme of work than need be. Let it be well kept in mind that our schools are primary schools, meant to teach the usual elementary subjects. The programme is much the same as is found in similar schools everywhere, with small differences. No subject can be deleted from it without exciting adverse comment. As for the quantities prescribed, they cannot be reduced except by minute parings that would spoil the roundness of the scheme, without appreciable gain. If sound work is done in the lower and middle classes of the school, there is little fear of the upper classes breaking down; and another two years is not too long to wait for the full benefit of the present course, by which time the pupils who were juniors when it began will be reaching the higher classes. I am disposed to be very tender with the teachers working single-handed in schools with an attendance of between forty and fifty pupils. Such teachers should make certain that they have good work to show in the ordinary subjects, and they may trust to be forgiven if they have not got through or even to their Euclid and Algebra; but I am very much mistaken if they will not have a boy or two, with perhaps a girl or two, lying in wait for the inspector with a slate full of *x*'s and *y*'s on the one side and Euclid I. 5 on the other, who would be greatly disappointed if the inspector cantered away without giving them an opportunity of showing all this knowledge, and explaining how they had got it by patient application and stray hints from their teacher at odd times stolen from his busy time elsewhere.

"My sympathy goes out strongly also to the female teachers and pupil teachers, who were brought suddenly face to face with mathematics, and on whom this year a further portion of arithmetical and mathematical work has been laid. I do not forget that they are handicapped with a subject more than the males, namely, needlework. I admire the way in which they have faced the new work, and the references to them in this respect, in inspectors' reports, are handsome and appreciative. They should, therefore, persevere and take courage. I believe that in the end, the work and the effort to overtake it will be beneficial to them, both directly and indirectly."

Annual Expenditure.

The following analysis shows the amount of expenditure for educational purposes in 1899.

The total amount expended in 1899 was 262,126*l.* 14*s.* 8*d.*, and was distributed as follows:—

—	1898.			1899.		
	£	*s.*	*d.*	£	*s.*	*d.*
1. Primary Education - - -	226,098	17	11	236,418	15	10
2. Scholarships and Exhibitions -	4,589	19	0	3,747	11	0
3. Endowments to Grammar Schools	10,000	0	0	10,000	0	0
4. Museum and Technical Education -	6,848	3	8	9,129	13	2
5. Schools of Art—Grants in Aid -	2,836	0	11	2,830	14	8
Total - - - - -	250,373	1	6	262,126	14	8

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

i. Recent Reports of the Secretary for Public Instruction.

ii. A map showing the distribution of State and Provisional Schools in the Colony during 1897.

iii. A photograph of a typical Queensland State School and other documents relating to education in Queensland.

APPENDIX A.

COURSE OF INSTRUCTION IN QUEENSLAND SCHOOLS.

First Class.—Course 2 Years.

Reading.—Nelson's Royal Infant Series—The Little Primer; the Little Reader, part 1; the Little Reader, part 2; Blackie's Century Reader, No. 1.

Recitation.—Suitable pieces of poetry (not less than eight).

Writing.—To write on slates from a copy, and to transcribe on slates from the reading book.

Arithmetic.—To know the addition table; to know the multiplication table to six times inclusive; to read and write numbers of six figures; to add on slates six numbers of five figures; to add mentally numbers of one figure to a result not greater than fifty.

Object Lessons.—Suitable conversational lessons on interesting subjects, with lessons on conduct and manners.

Drawing.—On slates, rectilinear forms from blackboard copies.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons; elements of squad drill.

Second Class—Course 1½ Years.

Reading.—Nelson's Royal Reader (Victorian), No. 2; Blackie's Century Reader, No. 2.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates from dictation.

Arithmetic.—To know the multipication and money tables; Arabic notation to nine figures; addition, subtraction, multiplication, and division of abstract numbers; to perform mentally operations in these rules.

Object Lessons.—Suitable conversational lessons on interesting subjects, with lessons on conduct and manners.

Drawing.—On plain paper, simple examples both rectilinear and curvilinear.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—As in First Class; physical training—exercises 1 to 5.

Geography.—To define the terms applied to land and water, and to illustrate them by reference to local features, and to the globe or the map of the world.

Needlework (for girls).—Hemming; sewing (top-sewing); sew-and-fell seams. To be shown on samplers.

THIRD CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 3.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates from dictation, with the proper use of capitals.

Arithmetic.—To know the tables of weights and measures; Roman notation; reduction, addition, subtraction, multiplication and division of money, with easy problems, and easy bills of parcels; mental operations in these rules.

Object Lessons.—Useful knowledge lessons, and lessons on conduct and manners.

Drawing.—On plain paper, simple freehand outlines. Enclose the drawing, or cover the design, with a flat shadow.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—As in Second Class; physical training—exercises 1 to 9.

Geography.—Australia generally, including Tasmania; Queensland in greater detail; to draw on slates, from memory, a sketch map of Australia.

Grammar.—To distinguish the parts of speech in an easy sentence, and to define them; to divide an easy sentence into subject and predicate.

History.—Australian (Royal Reader, No. 3, pages 290 to 303).

Needlework (for girls).—The same as in the Second Class, and in addition, running; run-and-fell seams; stitching; gathering and setting-in; setting on tapes. To be shown on samplers and garments.

FOURTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 4.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates or on paper from dictation.

Arithmetic.—Reduction, addition, subtraction, multiplication and division of the more useful weights and measures; easy vulgar and decimal fractions; simple practice and simple proportion; mental operations in these rules.

Object Lessons.—Useful knowledge lessons, and lessons on conduct and manners.

Drawing.—On plain paper, first grade free hand; shading as in Third Class.

Vocal Music.—To sing suitable songs and rounds in parts.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons. Physical training. Squad drill.

Geography.—Europe, Asia, Africa, and America generally; to draw on slates, from memory, sketch maps, of these continents.

Grammar.—Accidence; syntax; easy parsing; the analysis of simple sentences; composition; prefixes and affixes.

History.—Australian (Royal Reader, No. 4, part 4); British, outlines of (Royal Reader, No. 4).

Needlework (for girls).—The same as in the Third Class, and in addition, button-holes; sewing on buttons; herring-bone; patching in calico and flannel; darning on stocking-web material (thin places and holes). To be shown on samplers and garments.

FIFTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 5.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—On paper from a copy; on slates or on paper from dictation, with the proper use of stops; plain print.

Arithmetic.—Compound practice and compound proportion; vulgar and decimal fractions; interest and discount; square root; mensuration of the parallelogram, triangle, and circle; mental arithmetic.

Algebra.—Longmans' Junior School Algebra to Chapter IX., inclusive.

Euclid.—Book I. to proposition 26, inclusive.

Science.—

(1.) First aid in accidents.

(2.) Physics—Grieve's Elementary Mechanics, Stage I.;

or Household Science—Mann's Domestic Economy and Household Science, lessons 17 to 26 and 42 to 59;

or any one of the following sciences:—Agriculture, Geology, Botany, Physiology, Chemistry, Magnetism, and Electricity, Acoustics, Light and Heat;—provided that a graduated course of lessons be submitted to the Inspector and approved by the Minister.

Drawing.—On paper, first grade freehand from outline copies of common objects, and from simple natural foliage. Plane geometry. Scale drawing.

Vocal Music.—To sing suitable songs in parts; to sing at sight an easy passage in the sol-fa notation, or in the staff notation in key C.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons; company drill.

Geography.—The British Dominions, East India Islands, and Polynesia generally; to draw, from memory, sketch maps of the British Islands, Queensland, and New Zealand; to revise Australian geography.

Grammar.—Accidence; syntax; parsing; analysis of sentences generally; composition; common Latin roots.

History.—From 1485 to 1649; Gardiner's Outlines of English History.

Needlework (for girls).—The same as in the Fourth Class, and in addition, feather-stitch; tucks; gussets; patching in print; darning on table linen (diagonal cut), and on woollen material (hedge tear). A sampler in calico showing all the stitches and processes required in the making and mending of calico garments. Each girl to exhibit a garment cut out, fixed, and sewn by herself.

SIXTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 6.

Writing.—On paper, from a copy and from dictation with the proper use of stops; ornamental print.

Arithmetic.—Percentages; cube root; mensuration of plane surfaces and solids; mental arithmetic.

Algebra.—Longmans' Junior School Algebra to the end.

Euclid.—Books I. and II., with easy exercises.

Science.—

Physics — Grieve's Elementary Mechanics, Stages II. and III.; *or*, any one of the following sciences:—Agriculture, Geology, Botany, Physiology, Chemistry, Magnetism, and Electricity; Acoustics, Light and Heat;—provided that a graduated course of lessons be submitted to the Inspector and approved by the Minister.

Drawing.—On paper, enlarged or reduced copies of first grade freehand. Plane geometry. Scale drawing. Simple geometrical models.

Vocal Music. — To sing suitable songs in parts; to sing at sight passages in the sol-fa notation, or in the staff notation in the more common keys.

Drill and Gymnastics.—As in the Fifth Class.

Geography.—Mathematical and physical.

Grammar.—The critical study of the language and subject matter of an English classic. To recite 200 lines from the same. Composition. Common Greek roots.

History.—From 1485 to the present time. Gardiner's Outlines of English History.

Needlework (for girls).—Plain needlework generally, including knotting; whipping; scalloping; hemstitching; and plain marking in stitching, chain-stitching, and, at the discretion of the head teacher, cross-stitch. A sampler in flannel, showing all the stitches and processes required in the making and mending of flannel garments. Each girl to exhibit a garment cut out, fixed, and sewn by herself.

NOTES.

1. *Arithmetic.*—The mensuration for Fifth and Sixth Classes is covered by Longmans' "Junior School Mensuration." Miscellaneous problems in arithmetic and mensuration should not be difficult and involved; but they should be varied in their structure and requirements, so as to give practice in correct and expert working, and to show how the rules may be practically applied.

2. *Home Exercises.*—Classes above the Second are required to exhibit home exercises on paper, each exercise bearing a date, and showing mechanical and intellectual work proportioned to the status of the class.

Home tasks, oral or written, other than memory work, should not require answers to questions on principles or methods which have not previously in school been fully explained to and practised by the pupils.

3. *Object Lessons.*—For object lessons the following classes may be combined, viz.:—First with Second and Third with Fourth.

Lessons in first aid in accidents and lessons in conduct and manners are to be taught collectively, as many classes being grouped together as can be conveniently combined for the purpose.

4. *Drawing.*—In teaching drawing on slates, the pencils should be not less than four inches long; and the ruler to be used in the early stages should be not more than six inches long.

Needlework.—The pupils in all classes must be taught from the very beginning to fix their own work, as far as possible, both in samplers and garments. The subject must be taught by collective lessons, illustrated by paper folding, blackboard sketches, enlarged specimens, and diagrams. The garments made by the Third and Fourth classes, when not cut out by the makers, should as a rule be cut out by girls in the Fifth and Sixth Classes, so that they may have practice in that work.

APPENDIX B.

ESTABLISHMENT AND MAINTENANCE OF SCHOOLS.

Mode of procedure.

When it is desired to establish a school in any locality a public meeting must be convened for the consideration of the matter, of which fourteen days' notice is to be given throughout the neighbourhood. At the meeting a school building committee is to be chosen for the purpose of communicating with the Minister, obtaining information, and collecting subscriptions.

Establishment of State schools.

State schools will not be established except—

(*a*) Where sites, central, suitable, and of sufficient area, have been secured not too near to any other school already established or about to be established by the Department;

(*b*) Where a permanent average daily attendance of not less than thirty children of school age (as defined in Regulation 100) is likely to be secured; and

(*c*) Where a sum has been paid to the Minister, or placed to his credit in a bank, amounting to one-fifth of the estimated cost of erecting and furnishing such school buildings as are required, having regard to the number of children likely to attend the school.

(*a*) Under ordinary circumstances the Minister will not establish Provisional schools except in places distant at least four miles from any existing State or Provisional school by the nearest route practicable for children, and unless the average attendance of pupils is likely to reach twelve at the least.

(*b*) A building provided by the local promoters at their own expense will be approved by the Minister for a Provisional school if it is suitable as regards situation, form, and size; if it is weatherproof, sufficiently lighted and furnished; and if there is detached closet accommodation for each sex. It should contain at least 294 square feet of flooring, the desks must be sufficient to accommodate at least two-thirds of the children, and there must be seats and hat-pegs for all. The school must be furnished with a blackboard (3 feet 6 inches by 2 feet 9 inches) and easel, a clock, a press for the reception of school books, a table, and a chair. The closets must be at least a chain from each other and from the school.

(*c*) Out of money voted by Parliament for the purpose, the Minister may contribute towards the cost of a Provisional school building, and of providing the required furniture, tanks, closets, and fencing on the following conditions:—

(1) That the local promoters have first submitted their proposals to the Department with an estimate of the cost, and have applied for and obtained from the Minister a promise to contribute to the same;

(2) That the amount so contributed by the Department shall be not more than one-half of the total cost, and not more than £50;

(3) That the building shall be placed on Crown lands if a central and otherwise suitable site thereon can be obtained; or, if built on private land, that a right-of-way shall be secured, and the land required leased to the Secretary for public Instruction for a term of years to be agreed upon, at a nominal rent, the Minister having the right to remove the building before or at the expiration of that term;

(4) That the building shall not be less than 21 feet in length by 14 feet in width and 9 feet in height to the wall plates, and shall have a pitched roof, two or more windows, and a boarded floor, a veranda 7 feet wide on one side, two closets at least a chain apart, and at least a chain from the school, a tank of a minimum capacity of 400 gallons, and the following articles of furniture, viz:—four desks each 7½ feet long, six forms each 7½ feet long, a blackboard (3 feet 6 inches × 2 feet 9 inches) and easel, a press (3 feet × 4 feet × 1½ feet), a table, a chair, and a clock; building and furniture to be in accordance with plans and specifications approved by the Minister;

(5) That payment of the said contribution shall not be made until an inspector or other person authorised by the Minister has reported the building to be erected and furnished in accordance with the foregoing conditions, and that it is ready for occupation.

Provisional school may be closed.

A provisional school may be closed if the average attendance falls below twelve, or if suitable accommodation for the teacher is not obtainable in the neighbourhood.

APPENDIX C.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.		
		TEACHERS.				PUPIL TEACHERS.		TOTAL INSTRUCTORS.						
		Males.		Females.					Boys.	Girls.	Total.	Boys.	Girls.	Total.
		Masters.	Assistants.	Mistresses	Assistants.	Males	Females							
1876..	262	212	67	48	114	81	168	689	18,850	17,421	36,271	14,162	13,061	27,223
1877..	286	220	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000
1878..	305	235	74	61	135	183	230	868	20,840	19,821	40,661	15,756	15,001	30,757
1879..	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711
1880..	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510
1881..	341	283	71	58	166	141	208	922	21,517	18,792	40,309	16,370	14,588	30,958
1882..	366	285	68	81	171	127	208	935	22,251	19,458	41,709	16,751	15,027	31,778
1883..	387	292	79	95	206	189	216	1,027	24,529	21,733	46,262	18,253	16,474	34,727
1884..	424	321	98	102	211	143	236	1,161	27,678	24,878	52,556	20,891	19,034	39,925
1885..	447	333	108	118	266	163	302	1,235	28,899	26,911	55,810	22,285	20,358	42,643
1886..	479	358	111	122	252	172	368	1,383	30,902	28,087	58,989	23,860	21,901	45,761
1887..	527	387	123	137	278	170	384	1,479	33,650	30,054	63,704	25,961	23,457	49,418
1888..	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269
1889..	584	422	145	158	332	185	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860
1890..	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640
1891..	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962
1892*	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663
1893*	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464
1894*	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,938	29,289	61,227
1895..	738	472	177	255	403	81	147	1,535	43,428	39,409	82,837	33,881	30,809	64,690
1896..	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496
1897..	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757
1898..	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067
1899..	888	553	161	323	412	220	343	2,012	53,855	49,689	103,544	43,605	40,395	84,000

* In these three years the expenditure on buildings was reduced as

necessary work was

APPENDIX C.

during TWENTY-FOUR successive Years, 1876-99.

AVERAGE DAILY ATTENDANCE.									EXPENDITURE.	
Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, RENT, AND REPAIRS.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	£ s. d.	£ s. d.
9,998	8,247	18,245	53·04	47·34	50·30	72·18	64·56	68·52	62,658 17 0	7,091 16 2
10,501	9,444	19,945	52·63	50·52	51·61	69·90	67·57	68·80	69,197 19 8	17,876 9 9
10,983	10,011	20,994	52·70	50·51	51·63	69·71	66·74	68·23	76,015 1 9	17,182 2 6
11,340	10,078	21,418	51·84	51·63	51·76	69·22	66·37	67·54	82,701 13 8	13,638 18 11
12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546 3 10	15,374 0 0
11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504 2 4	13,605 7 [illegible]
11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0
12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	29,443 2 1
14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4
16,007	14,110	30,117	55·29	52·51	54·60	71·82	69·30	70·62	122,874 1 0	32,504 5 8
17,135	15,115	32,250	55·45	53·91	54·71	71·81	69·01	70·25	130,348 15 3	31,450 1 6
19,155	16,164	35,319	56·92	53·78	55·44	73·78	68·91	71·47	141,169 0 6	36,824 9 2
20,585	18,341	38,926	58·04	56·81	57·31	74·37	71·66	73·07	151,830 10 6	24,158 7 8
21,390	19,082	40,472	57·18	55·95	56·46	73·55	71·25	72·45	157,614 2 4	32,210 4 4
21,712	19,124	40,836	56·05	55·36	55·72	71·24	69·67	70·84	167,138 17 10	35,480 16 8
23,815	21,189	45,004	59·19	57·41	58·34	74·69	72·89	73·82	175,875 6 1	28,148 17 3
24,268	21,707	45,975	58·64	52·45	58·26	74·37	66·53	73·36	187,964 4 0	11,225 15 7*
23,539	20,893	44,432	57·36	56·02	55·46	70·94	68·98	70.01	175,478 18 6	11,608 5 2*
23,828	21,222	45,050	59·71	58·93	59·34	74·49	72·58	73·58	166,941 6 10	6,596 1 1
25,245	22,728	48,270	58·81	57·67	58·27	75·89	73·77	74·61	172,984 9 7	13,099 12 4
28,618	25,698	54,316	60·24	59·38	59·83	75·76	74·00	74·92	179,202 0 5	14,232 9 7
31,339	28,409	59,748	63·50	62·20	62·87	77·46	76·16	76·84	199,061 0 6	28,190 18 3
30,798	27,498	58,296	59·48	58·11	58·82	73·69	71·84	72·81	211,800 16 5	19,937 14 2
33,231	29,902	63,133	61·70	60·18	60·97	76·21	74·11	75·01	220,510 3 0	28,889 10 7

far as possible owing to the financial depression and only urgent and proceeded with.

THE SYSTEM OF EDUCATION IN TASMANIA.

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THE

SYSTEM OF EDUCATION IN TASMANIA.

INTRODUCTION.

THE island of Tasmania (which is almost as large as Ireland) was first discovered by the Dutch sailor whose name it now bears about the middle of the seventeenth century. He named it Van Diemen's Land, after the Governor-General of Batavia of that date; but the island, though occasionally visited by navigators and explorers, was not made a place of permanent settlement till the British Government determined in 1804 to remove the settlers on Norfolk Island to this place. 1804.

The early history of the settlement is a chronicle of ever-present difficulties. It is stated that one half of the immigrant population preyed incessantly upon the other half; the administration, which was entrusted to military officers, appears to have been too often harsh and arbitrary; and the common reputation of the young colony may be measured by the following statement of one of the island's earliest historians to the effect that a sober-minded soldier, having heard that there lived on the island one person reputed religious, journeyed fifteen miles to visit him and found him swearing. But the lesson of this journey was not altogether lost, for some little time later the efforts of a small band of soldiers, who belonged to the Methodist community, succeeded in starting the first Sunday-school in the island. 1821.

In Tasmania, as in the other colonies of the Empire, the practice of the Government had been to recognise only clergymen of the Established Church, and as they were specifically charged with the duty of instruction, the first schools were naturally connected with the Episcopal Church. But the absence of harmonious co-operation between the different denominations led to the passing of the Church Act in 1837. This measure established a system of concurrent endowment of the various religious sects, and the Nonconformists were not slow to urge that the same principle should be applied to the educational system also.

The attack on the Anglican position was materially aided by the recommendation of the British and Foreign School Society's system by the Colonial Minister, and by the authoritative transmission through the Colonial Office of a letter of Sir 1838
William Herschell describing the system prevailing in Cape Colony. Some few undenominational schools were established, but the Anglican party were opposed to any comprehensive

scheme, and urged that if they were not to have a monopoly, the sums devoted to education should be distributed among the various denominations in proportion to the sums that they received under the Church Act. The Legislative Council, however, was disposed to support the undenominational system, and the matter was referred to the Home Government; the Colonial Office was then entrusted to Mr. Gladstone, and it was

1846. due to a suggestion in one of his despatches that Sir William Denison introduced a system of a fixed grant per head to denominational schools.

It was at this time that the post of inspector of schools was accepted by Thomas Arnold, the second son of the great Arnold of Rugby. He has devoted a few pages in his book, recently published, "Passages in a Wandering Life," to his Tasmanian experience. He condemns root and branch this system of fixed grants. "The system," he says, "was properly called the 'penny-a-day' system, returns of school attendance being made by the teachers and signed by the clerical managers on the basis of one penny a child per day being allowed as a school grant of the Government. To this way of administering State aid there were evidently many objections; while in large town schools the daily Government penny furnished a moderate provision, in thinly-peopled districts the grant was a mere starvation pittance. Moreover there was no local management, and there was little local interest."

Soon after Arnold's arrival a Commission was appointed consisting of representatives of the Anglican, Presbyterian, and Roman Catholic Churches together with the new inspector of schools. This Commission visited the public schools of the island, and their report was a unanimous condemnation of the existing system. It was abolished; the Board of Education was established, and the principle of fixed salaries to teachers adopted. The population of the island at this date is estimated by Arnold at 70,000; he nowhere mentions the number of schools, but this is stated in a "Handbook to the Colony of Tasmania," published in 1858, to have been 70 in 1856, with a school population of 3,717. The unnamed author of the "Handbook" also states that the school administration was under the control of the Board of Education, but he adds that in the year 1857—that is the year subsequent to Arnold's departure—two Boards were created, one sitting at Hobart and the other at Launceston. It may be that the proper explanation is, that in this year a second inspector was appointed, and as at that period the inspector was the sole executive officer and entrusted with the distribution of the sums granted by the Tasmanian Government, there may have been established in actual fact two independent authorities.

Public Schools Act of 1868.

Whatever the true explanation may be, in the Public Schools Act of 1868, which marks the next step in the educational progress of the Colony, mention is only made of one Board of Education; and this the Act continued under statutory authority. The Governor was empowered by the Act to nominate the Board which was to consist of not more than seven members. This

Board was to make provision for the elementary schools and determine the conditions under which grants should be given The executive officers of the Board were the Chief Inspector and his assistants.

I. Primary Education.

The present system dates from the year 1885, when an Act was passed which remodelled the central and local administrative machinery. The old statutory Board was swept away, and the administration was placed under the immediate control of a responsible Minister. There is not yet a separate Minister for the Education Department, for while the system of central administration comprises some 69 departments, there are only four Ministers with portfolios in the Tasmanian Cabinet, viz., the Colonial Treasurer, the Chief Secretary, the Attorney-General, and the Minister of Lands and Works. At the present time the Premier holds the office of Attorney-General, and the Minister responsible for Education is the Hon. B. Stafford Bird, the Colonial Treasurer.

The Act of 1885.

The Central Authority.

The chief administrative officer is the Director of Education, who is assisted in his administrative duties by a small official staff at Launceston, and in the task of inspecting the State schools by three inspectors. (The third inspectorship, after having been suppressed for reasons of economy in 1892, appears to have been resuscitated last year.) To this department is assigned the control of elementary education only; there is at present no State system of secondary education, and in his report for the year 1896 the Director of Education drew attention to this defect, and to the bad influence it exerts on the cause of elementary education. There is a State university receiving a considerable subsidy from public funds, but this institution is in no respect subject to the jurisdiction of the Education Department.

The system of aiding schools by the provision and maintenance of the buildings and equipment, and by providing the major portion of the teachers' income greatly simplifies the work of administration.

The Local Authority.

The "local authority" is styled the Board of Advice. As is implied in its title, this Board is by no means a local authority in the sense in which that term is currently employed in England. It has no rating powers (there are no local subsidies given to education), nor does it fall within its province to decide large questions of policy; its function is to assist in making the ministerial control over the State schools more effective.

The Board generally consists of seven members, and in the early days after the passing of the Act it was apparently the custom to appoint the rural municipal authorities to act as the Board of Advice; but now the usual practice is for the Governor to nominate individuals to serve on these Boards. It is possible that the shifting of the population made the school districts no longer concide with these rural municipalities, or it may be that the diversity of functions, which in a newly founded community fell

on the municipal authorities, unfitted them to discharge the duties towards the school imposed by the Act of 1885 upon the Boards of Advice.

It is in the power of this latter body to appoint one of their number, or any other person known to have a particular interest in the work of education, to act as "Special Visitor" for individual schools, and to be the guide and counsellor of the teachers, and whose duty it would be to protect their interests, guard them against undue pressure and from the frivolous complaints of irresponsible persons.

The chief burdens laid upon the Board of Advice are (1) the control of attendance and adoption of measures for rendering it effective; (2) the control of the expenditure of certain allowances granted to them: (α) for repairs of the school buildings, (β) for cleaning, (γ) for fuel. The amounts devoted to β and γ cannot be used for other purposes, though any unexpended balance from these sources may be transferred to α and the balance carried forward from year to year. In spite of the seemingly clear intention of these instructions, it is frequently noted in the Reports that the Boards of Advice have considerable difficulty in managing their accounts to the satisfaction of the auditors. A third duty of the Board is to consider applications for the remission of school fees.

Inspection.

The work of school inspection is undertaken by a staff of three inspectors. Up till last year the island was divided into a northern and a southern district, with headquarters at Launceston and Hobart respectively. But as many of the schools lie in thinly populated and remote districts, the energies of the two inspectors were severely taxed, and the addition of a third inspector was rendered all the more necessary by the desire to make the examination of the individual schools most thorough and searching. It is customary to pay two visits of inspection to each school. The first visit, of which notice need not be given to the teachers, is for the purpose of observing the general management of the school, the routine of instruction and the methods of teaching. On his second visit, which is duly notified to the teacher two days in advance, the inspector examines the school, and though there is no system of payment by results, each individual pupil is tested and classified by the inspector according to his proficiency in Reading, Writing, aud Arithmetic, and there is a tendency in official circles to test the efficiency of a teacher's instruction by the degree in which his classification corresponds with that of the inspectors, and to judge from the reports the inspectors are perhaps inclined to pay what in most countries would be regarded as rather too much attention to outward and visible results.

Attendance.

The Public Schools Act of 1868 made attendance at school compulsory between the ages of 7 and 12, provided that there was a school within one mile of the home of the pupil. By the Act of 1885 these conditions were made more stringent, the age limits were fixed at 7 and 13, and the radius of exemption increased to two miles, with power to the Board of Advice to fix

a further extension for their school districts, and in many cases the local authority has availed itself of this permissive clause. But the Act only empowered the educational authorities to require attendance on three school days in the week; this defect has been remedied by an Act passed in 1898, which requires the children of the legal school age to attend school on each school day in every week that the school is open. No statistics are as yet available to show the working of the new Act, but the attendance figures of recent years are admittedly unsatisfactory. Each month returns are made to the Department, and the lists are purged of these pupils who have not attended once during the month. Thus a new "roll" is formed each month, and the average monthly roll is used in computing the percentage of average attendance to enrolment. The following table gives the figures for the years from the 1888-1899:—

Year.	Schools.	Aggregate Enrolment of Scholars.	Average Enrolment from Month to Month.	Average Daily Attendance.	Percentage of Average Daily Attendance on Average Enrolment.
1888	220	17,125	12,002	8,730	72·74
1889	229	17,949	12,460	8,973	72·01
1890	240	18,156	12,640	8,898	70·40
1891	244	19,207	13,491	9,680	71·75
1892	251	20,659	14,549	10,654	73·23
1893	253	20,475	14,875	10,307	69·28
1894	249	19,967	14,476	10,594	73·18
1895	258	19,907	14,594	10,655	73·01
1896	270	20,826	15,772	11,508	72·96
1897	280	21,763	16,634	12,024	72·28
1898	292	22,517	17,136	12,015	70·11
1899	305	23,272	17,682	13,105	79·82

Since 1894 advantage has been taken of the powers conferred by the Act of 1885 to take a census of private schools. In the country districts it is probably a matter of common knowledge if any private individual keeps a school, while in the only two towns of any considerable size the truant officers, in spite of resentment frequently shown to such inquiry, visit the schools held in private houses, or furnish their addresses to the Department. The number of private schools known to the Department has increased from 154 in 1894 to 241 in 1899, and the average enrolment from 6,049 to 8,781.

Kinds of Schools

All schools receiving aid from the public funds are State schools, and must be under a certificated teacher. If any locality wishes to have a school it communicates with the Education Department, and if that office is satisfied that there is reasonable expectation of an average daily attendance of at least twenty being maintained the application is granted; it is a rule of the Department that in the country districts no two schools shall be within four miles of each other. The school buildings are, as a rule, the property of the State and vested in the Minister; the

Department, however, has the power of leasing suitable buildings, when it judges that this course is more expedient. The case of the central school at Launceston, where the State grant of £1,000 was made conditional on the raising of £600 locally, is probably exceptional.

Provisional schools are schools in which the average attendance is below twenty. If the attendance sinks below, twelve the school must be closed. But to meet the needs of such cases a new class of schools was created in 1894 called Assisted schools. When the average attendance falls below twelve the Minister may leave the teacher in charge of the school, and give a grant-in-aid of £30, if the children would otherwise be without education. Such schools are still under the supervision of the Board of Advice, and are liable to be closed at any time that the Minister determines.

Half-day schools are schools which are opened either for a portion (morning or afternoon) of each day only, or on alternate days, or on any number of days in the week less than five. The expression "Third-time schools" also occurs in one of the reports, and would appear to designate an even more fragmentary attendance, and if this interpretation be the right one it is not a surprise to learn that they are not a success.

For the purpose of further adult education (*i.e.*, of persons over 13) *night schools* have been established through the generous sacrifice of the teachers. The State gives no grants to such schools, but allows the use of the school rooms free of charge. The teachers are paid by the scanty fees, which must in no case exceed 2s. 6d. a week, and out of this income the cost of cleaning has to be defrayed. There were fourteen such schools in 1899, with an enrolment of 136.

Classification of Schools.

The State schools are also classified according to their size, but it is not clear what purpose this classification subserves. In the two cases in which the size of the school is the factor of supreme importance in determining the number and character of the staff, and in the apportionment of school fees between the head teacher and his assistants, the limits of size are not those adopted in the official classification. In this system all schools having an average attendance of 300 and over are in Class I. Class II. comprises schools with an average attendance between 200 and 300; Class III. between 150 and 200; Class IV. between 100 and 150; Class V. between 50 and 100; Class VI., 35 and 50; Class VII. between 20 and 35.

School Staffs.

Schools with an average attendance between 25 and 50 are under the charge of a certificated teacher, assisted by a teacher of sewing or a paid monitor. To schools averaging between 50 and 80 in daily attendance are assigned a head teacher and one assistant teacher, who gives instruction in needlework; and if the attendance is over 65 a paid monitor is allowed in addition to the two teachers. For schools having an average attendance of between 80 and 110 the staff consists of a head teacher, assistant teacher, and two paid monitors, with an additional monitor for every thirty pupils over 110. In the case

of schools with an average attendance between 155 and 170 two paid monitors may be replaced by a second assistant teacher.

The schools where the average attendance is not under 125, and where the head teacher holds a certificate of the first or second class, pupil teachers may take the place of paid monitors.

Instruction. For the purposes of instruction the school is usually divided into six classes, and the children are classified according to their proficiency in reading, writing, and arithmetic, and no child may be promoted who has not attained in these branches the standard prescribed for the class in which it is placed.

Classes may be grouped for ordinary object lessons, for instruction in the principles of Technical Education by means of lessons on the industrial Arts and Manufactures, or in Drawing and Singing. Neither of these two last subjects is compulsory, and the reports frequently criticise the instruction in Drawing, which in many schools is said to be purely nominal. Singing is often not mentioned in the Inspectors' Reports, though it is the usual custom to make remarks on each branch of the curriculum.

The regulations also prescribe that "collective lessons shall be periodically given in every school on temperance and the laws of health; on the elementary principles of morality, with special reference to the duties of truthfulness, honesty, punctuality, industry, obedience to lawful authority, and respect and consideration for others"; but no indication is given in the reports as to how far the regulation is complied with.

Nor is there any information available to show how far the Kindergarten system has obtained a footing in the island, but the Regulations of 1893 recommended it as worthy of encouragement; from the statistics, however, contained in the Report it would seem that all the children attending the State schools, even though under the lower statutory limit of compulsory attendance, are distributed among the usual classes of the school.

The following is the Standard of Instruction prescribed for State schools:—

First Class (Lower).

Reading.—Sheet Lessons. First Primer. Oral Spelling.

Writing.—Single letters on slates from copy or blackboard, or models.

Arithmetic.—Numbers up to 20 on slates from blackboard or models. Oral exercises with objects.

Simple Poetry. Object Lessons. Physical Exercises.

First Class (Upper).

Reading.—Second Primer and First-book. Oral Spelling.

Writing.—Capital and small letters and words from copy or blackboard or models, and from dictation.

Arithmetic.—Numeration and Notation up to 200. Addition on slates, the total not to exceed 200. Counting by intervals of 2 and 3 up to 20. Oral exercises with concrete examples.

Simple Poetry. Object Lessons. Physical Exercises.

Second Class.

Reading.—First-book and Second-book.

Writing.—On slates, in round hand, sentences from copy and dictation, with transcription from reading-book; in copy-books, large and text hand.

Arithmetic.—Numeration and notation up to 2,000. Simple addition and subtraction, and easy multiplication. The multiplication table. Mental arithmetic.

Geography.—First notions, illustrated by reference to the neighbourhood and to the map of Tasmania.

Simple Poetry. Object Lessons. Needlework (Hemming). *Drill.*

Third Class.

Reading.—Third-book.

Writing.—On slates from dictation, with transcription from reading-book; in copy-books, text and round hand.

Arithmetic.—Numeration and notation, simple rules with easy exercises in compound rules (money), tables of weights and measures, mental Arithmetic.

Geography.—Map of Australasia, and outlines of map of the world.

Grammar.—Nouns, verbs, adjectives, adverbs, and personal pronouns, and the formation of simple sentences containing them.

Sacred History (Outlines). *Poetry. Object Lessons* (Industrial arts and manufactures). *Needlework* (Seaming and felling). *Drill.*

Fourth Class.

Reading.—Fourth-book.

Writing.—On paper from dictation and memory, with transcription from reading-book; in copy-books, round and small hand.

Arithmetic.—The compound rules applied to money and weights and measures in ordinary use, with reduction; mental arithmetic.

Geography.—Maps of Australasia and Tasmania in detail, and general geography of Europe.

Grammar.—Structure and parsing of simple sentences.

Sacred History (Outlines). *Poetry. Object Lessons* (Elementary science). *Needlework* (Stitching and darning). *Drill.*

Fifth Class.

Reading.—Fifth-book.

Writing.—On paper from dictation and memory with improved neatness and quickness.

Arithmetic.—Easy vulgar and decimal fractions, practice, proportion; mental arithmetic.

Geography.—Europe in fuller detail, and general geography ot the world.

Grammar.—Analysis and parsing of uninvolved sentences; simple derivations.
Sacred History and History of England (Outlines). *Poetry. Object Lessons.*
Needlework.—Stroking and setting in gathers, making button-holes; knitting. *Drill.*

Sixth Class.

Reading.—Fifth-books.
Writing.—On paper as in Fifth Class; practice in ordinary business forms and usages in correspondence.
Arithmetic.—Vulgar and decimal fractions, interest and other commercial rules, square root, mensuration. Mental arithmetic.
Geography.—Physical and general geography of the world, with special attention to the British Possessions.
Grammar.—Analysis and parsing, and the derivation of words.
Sacred History, History of England, and Outlines of General History.—Poetry.
Object Lessons. Needlework. Drill.

The following table shows the classification of the pupils presented to the inspectors for examination in 1899—first the teacher's classification and then the classification of the inspectors after examination:—

	I_1.	I_2.	II.	III.	IV.	V.	VI.	Total.
Teachers' Classification	2,253	1,541	1,983	1,806	1,298	1,790	321	9,992
Inspectors' Classification	2,211	1,576	2,058	2,029	1,148	679	291	9,992

The ages of the pupils in the various classes were as follows in 1899:—

Age.	I.	II.	III.	IV.	V.	VI.	Total.
4 years	51	—	—	—	—	—	51
5 "	499	—	—	—	—	—	499
6 "	931	35	2	—	—	—	968
7 "	1,307	235	30	2	—	—	1,574
8 "	1,370	627	215	29	2	—	2,243
9 "	824	816	545	147	15	1	2,348
10 "	414	696	791	433	79	11	2,424
11 "	199	402	761	626	313	68	2,369
12 "	81	232	454	632	456	153	2,008
13 "	66	95	245	340	370	196	1,312
14 and over	27	59	116	237	372	387	1,198
Total	5,769	3,197	3,159	2,446	1,607	816	16,994

Religious Instruction.

The instruction provided by the State in the State schools is entirely undenominational. The first half-hour of morning school on each school day is appropriated to instruction in Sacred History; but it is specially provided that the teaching of this subject shall be strictly unsectarian and confined to the reading and explanation of passages selected from books approved by the Minister, nor is any child permitted to receive such instruction contrary to the wishes of its parents or guardian.

However, though the State teacher is debarred from giving any specific dogmatic instruction, such teaching is not altogether excluded from the school, but may be given by the ministers of the various denominations, so long as the following regulations are strictly observed:—

(*a*) The first half-hour of morning, or the last half-hour of afternoon school, may be appropriated as a time in which the children of any one Church or religious denomination may receive instruction from a clergyman or other duly appointed teacher of such Church, in a class-room attached to a State school, apart from the other children attending such school.

Where no class-room is available for the purpose of religious instruction, such instruction may be given after school hours, morning or afternoon, in the schoolroom.

(*b*) Religious instruction may not be given in any school on two consecutive days to the children of any one religious denomination. Attendance at a class for religious instruction is limited to the children who are registered as belonging to the Church with which such class is connected, and of whose attendance parents have not notified their disapproval.

(*c*) Clergymen intending to form such a class must give not less than one week's previous notice to the teacher, who shall make the necessary entry in the school time-table, and report to the Minister.

During the year 1899 2,189 visits were paid to the schools by ministers of religion for the purpose of giving instruction.

Teachers.

In his report for the year 1897 the Director of Education comments regretfully on the low standard of attainment, and attributes this to the lack of method on the part of the teachers. But this defect can only be remedied by insisting on the training of teachers. In the early days of the Colony it was proposed to adopt this course, and buildings for a model school were erected; but the plan was not carried out, and the new building was in Arnold's time granted to the inspector as his place of residence. Subsequently a model school has been started and still exists, but no account of its operations is given in recent reports beyond the bare statement of its financial position. The regulations suggest the intention of sending the teachers in country schools (if proper substitutes could be found) for a period of training at the Hobart school, and a similar course of study is regarded as the normal procedure after completing the term of apprenticeship as pupil teacher.

Teachers are classified as follows:—

Certificated Teachers	Class I.	
	Class II.	Division A.
	,,	,, B.
	Class III.	Division A.
	,,	,, B.
Licensed Teachers	Class IV.	Division A.
,,	,,	,, B.

All teachers are appointed and promoted by the Government. Promotion is regulated chiefly by the results of examinations, though weight is attached to the reports of the inspectors and the official records of a teacher's service.

The branches of knowledge in which candidates for a teacher's licence are examined are as follows:—Reading, Writing, Arithmetic up to Decimal Fractions, Grammar, the Outlines of Geography, English and Sacred History, School Management and Drill (Needlework for women teachers). Before candidates can be admitted to the certificate examination they must give satisfactory evidence that their general management of the school and their standard of proficiency and method of teaching in all the proposed branches warrant it.

Teachers of Class III, desirous of promotion must have served three years in that class, for at least two of which they must have been in the upper division and must be in charge of a school of over sixty children in average attendance. Similar conditions apply for promotion into Class I., but for this purpose an average attendance of at least 120 is required.

Elementary science is added to the list of subjects for the certificate examination; for Class II. the male teachers must take Euclid (I. to IV.) and Algebra up to Quadratics, while women teachers take Domestic Economy, and all must take either Latin or French. For Class I. no new subjects are added to the list, but the syllabus of the individual branches is extended and a higher standard is required.

The usual scale of salaries paid directly to the teachers by the Government is as follows:— Salaries.

—	Salary.		Minimum average attendance required to justify salary.
	Male Teachers.	Female Teachers.	
	£.	£.	
Class I.	130	110	150 scholars.
Class II.—A.	120	100	110 scholars.
,, B.	110	90	70 scholars.
Class III.—A.	100	80	40 scholars.
,, B.	90	70	30 scholars.
Class IV.—A.	70	60	25 scholars.
,, B.	60	50	20 scholars.
,, C.	50	40	12 scholars (provisional schools).

Since 1896 grants for meritorious service and successful passing of examinations have been resumed, and the fees paid on behalf of the pupils are divided among the staff; the principle of distribution will be explained later.

The salaries of Assistant Teachers are as follows:—

—	Male Assistants.	Female Assistants.
	£	£
First Class	120	110
Second Class	100	90
Third Class	80	70
Fourth Class	70	60
Fifth Class	60	50

The following Table shows the range of the incomes that were actually received by head teachers in 1897; the highest amount paid to any individual teacher was £420. (The salary of a Minister of State of the Colony is £900.) The following figures include House Allowances or annual value of quarters provided:—

—	Male Teachers.	Women Teachers.
Over £400	2 average £413	—
Between £300 and £400	4 " 355	—
" 200 " 300	16 " 240	—
" 150 " 200	35 " 175	—
" 100 " 150	82 " 125	12 average £106
" 70 " 100	27 " 89	35 " 84
" 60 " 70	2 " 64	9 " 66
" 50 " 60	2 " 56	8 " 53
" 40 " 50	—	8* " 46
" 30 " 40	—	2* " 37

Pupil Teachers.

The Pupil Teacher system is organised on the same lines as in England; the standard of attainment required on entering the apprenticeship is that of the fifth class; and the period of service is generally four years. At the end of each year the pupil teacher is required to pass an examination in the subjects taught in the State schools, and also to conduct a class in one of

* Of these 10 teachers, 7 are in charge of Assisted Schools, *i.e.*, schools in which the average attendance is under 12.

them in the presence of the inspector, and to answer questions on method and general school management. A bonus on each pupil teacher who passes his examination is paid to the teacher responsible for his instruction. No pupil teachers are recognised in any school where the average attendance is below 120.

The services of the Pupil Teachers are remunerated at the following rates:—

——	Males.	Females.
	£.	£.
4th year - - - - -	50	40
3rd " - - - - -	38	32
2nd " - - - - -	28	25
1st " - - - - -	20	20

A paid Monitor must be over thirteen years of age and have passed the standard of the fifth class. They are not obliged to pass any annual examination. If they are over 16 and have served one year in the schools they may be admitted to the Pupil Teacher's Examination for the second year, and if successful their salary is increased to £20, and they are given the status of Junior Assistant (first grade); after a further year of service this salary may be raised to £30 with the status of Junior Assistant (second grade). In such cases one-half of the sum usually paid for pupil teachers is paid to the teacher of the school. **Monitors.**

State Education has never been free in Tasmania, but it is recognised by the Minister for Education that as soon as the finances of the Colony will admit of it, circumstances will demand the abolition of fees. There is at present a system of exemption, the State paying the fees for those children whose parents are unable to do so for themselves. But it seems that the generosity of the Government is often abused and the educational authorities regret the pauperising effect of this system. The amount thus paid by the State had increased from £268 in 1886 to £703 in 1895, when it was hoped that the high water-mark had been reached, but in 1897 the amount the State was called upon to pay was £1,022, on behalf of 2,418 scholars. **Fees.**

The amounts derived from fees are divided between the head teacher and his assistant staff, the portion devoted to the latter purpose being forwarded to the Minister and distributed by him according to his discretion.

The apportionment of fees between the head teacher and

his assistants is regulated in accordance with the following Table:—

Total Amount of School Fees collected in the School Quarter.	Amount to which the Teacher shall be entitled.	Percentage to which the Teacher shall be entitled on each successive amount of £10, or fraction thereof, received in excess of £12 10s.		Amount that the Teacher shall pay to the Minister as contribution in aid of maintenance of staff of Assistant Teachers.	Percentage payable to the Minister on each successive amount of £10, or any fraction thereof, received by the Teacher in excess of £12 10s. per quarter.	
£ s.	£ s.		Per cent.	£ s. d.		Per cent.
12 10	12 10	—		—	—	
22 10	20 10	1st	80	2 0 0	1st	20
32 10	28 0	2nd	75	4 10 0	2nd	25
42 10	35 0	3rd	70	7 10 0	3rd	30
52 10	41 10	4th	65	11 0 0	4th	35
62 10	47 0	5th	55	15 10 0	5th	45
72 10	51 10	6th	45	21 0 0	6th	55
82 10	55 0	7th	35	27 10 0	7th	65
92 10	57 10	8th	25	35 0 0	8th	75
102 10	59 0	9th	15	43 10 0	9th	85
		And 10 per cent. of all additional fees.			And 90 per cent. of all additional fees.	

It is not stated in what proportion the amounts paid to the Minister in virtue of this regulation are distributed among the staff in schools where the head teacher has more than one assistant. The total amount thus paid to the Minister in 1897 was 1,100*l.*; while the total sum derived from the fees was 9,934*l.* The burden of collecting the fees still rests upon the teacher, and the knowledge that the fees are the property of the teacher was often the cause of neglect to pay them. The teacher's position has been so far improved by the Act of 1895, in that he has been relieved of the distasteful duty of pressing parents for the payment of fees, and of giving evidence in court for the recovery of fees; his certificate that the amount is due being accepted as sufficient proof. (Any false statement in such a certificate renders the teacher liable to a prosecution for perjury.)

It is quite possible that the present scale of fees presses hardly on a large number of parents. This scale has been but slightly modified since 1854, when they are said to have been earning generally double what they now receive. But the Minister has full power to make any reduction in individual cases that he deems advisable. The scale fixed by the Regulations of 1893 is as follows:—

	For Half-time Schools.	For Full-time Schools.
For one child - - -	6d. a week	9d. a week
„ two children - -	4d. „ „ for each	7d. a week for each
„ three - - -	3d. „ „ „ „	6d „ „ „ „
For each additional child -	3d.	4d.

If the fees are paid monthly or quarterly in advance they are reduced as follows:—

—	For Half-time Schools.		For Full-time Schools.	
	Monthly.	Quarterly.	Monthly.	Quarterly
	s. d.	s. d.	s. d.	s. d.
For one child - - -	1 8	4 0	2 6	6 0
For each of two - - -	1 3	3 6	2 0	5 0
„ „ three - - -	1 0	2 6	1 8	4 0
For each additional child -	1 0	2 6	1 0	2 6

For the sake of comparison the following details as to wages are taken from the "Tasmania Handbook" issued by the Emigrants' Information Office. At Hobart and Launceston artisans received from 5s. to 10s. a-day according to the trade they work in, general labourers from 4s. to 6s. 6d., in both cases without rations. Farm labourers are usually boarded and lodged (not altogether comfortably), and receive in wages 10s. to 15s. a-week. In the mining district of Zeehan the ordinary wages in the building trade are 8s. to 10s. a-day; navvies and quarrymen are paid 6s. to 7s. 6d. a-day; gold and silver miners, 8s. 4d.; tin and coal miners, 8s.

II.—Secondary Education.

In the second decade of this century various proposals were made for the establishment of public schools giving a higher literary or scientific course of instruction, but such projects were afterwards left to be executed by private individuals. A more determined effort was made by Colonel Arthur, the Governor, in 1834, but the intention of closely allying the school with the Episcopal Church proved fatal to the execution of the scheme. Arthur's successor, Sir John Franklin, again took up this question of higher education, and describing the position of the religious denominations in the island, sought the advice of Thomas Arnold, of Rugby, in the guidance of the proposed institution. Arnold suggested a double chaplaincy and a religious education rather than a merely secular system. The Legislative Council sanctioned a scheme for the erection of a college, to which a preparatory institution, called the Queen's School, was to be attached. It was only this latter part of the scheme that was ever carried out, and this, too after being conducted for a few years and educating at a cost of £1,000 a year some twenty-three children—for the most part children of Government officers and opulent shopkeepers—was closed in 1843. From

this date the State has undertaken no responsibility with regard to the supply of secondary education.

There are, it is believed, some thirteen institutions in the island giving instruction of a higher standard than that given in the State schools; the majority of these schools are situated at Hobart and Launceston. In the case of the boys' schools many of them are of a semi-public character, often connected with a religious community, but the girls' schools are, without exception, under strictly private management.

Some of these schools were so far recognised by the Government that the exhibitions annually awarded, after competition, to the pupils of the State schools, could be held, in the case of boys, at certain specified schools, in the case of girls at schools proposed by the parents and approved by the Education Department. The exhibitions were awarded for the last time in 1897.

There is, however, still one school which is subsidised by the Government, though rather on account of its peculiar functions than from any desire to support secondary education. This is the Ulverstone Grammar School, to which is attached an agricultural side; moreover combined with the school there is an Agricultural College, at which immigrants intending to follow agricultural pursuits can observe the principles that govern colonial farming. It is probably this part of its programme which has earned for this institution, though under private management, the financial support of the Government.

It may also be noted that Tasmania (in common with New Zealand and South Australia) has established centres for the examinations for prizes and certificates conducted by the Department of Science and Art South Kensington (now amalgamated with the Board of Education). In 1899 68 papers in Science were sent from Tasmania to be examined by the Department of Science and Art. Of these 51 were Elementary and 16 advanced. 14 of the Elementary papers were marked first class or pass, 18 were marked second class. Of the 16 advanced papers, two were marked first class and nine second class. 175 papers in Art were sent from Tasmania to be examined by the Department of Science and Art. Of these 147 were elementary, and 28 advanced. 33 of the elementary papers were marked first class or pass, 47 were marked second class. Of the advanced papers 10 were marked first class, and 12 second class.

III.—University Education.

In spite of the failure to establish a system of State-aided secondary schools and higher colleges, it was still held desirable for the Government to encourage the higher instruction of its children even if it did not directly supply it. The desire took effect in the institution of the Tasmanian Council of Education, which body, after the manner of more distinguished models, proceeded to encourage the work of education by the establishment of an examination system and the award of scholarships and

exhibitions. Those who were successful in passing the examinations were rewarded with the title of Associate of Arts, and after some years this certificate was so far recognised by the University of Melbourne, that it exempted its owner from the necessity of passing the Matriculation Examination of that University. The exhibitions were awarded to suitable candidates who were still pursuing their studies in the educational establishments of the island, while the scholarships, of the annual value of £200, were intended to assist deserving pupils to pursue their studies at some British or Colonial University. Tasmanians, as a rule, are proud of their list of scholars, and some of the most prominent men on the island have been by this means enabled to pursue at other centres of learning those studies which have afterwards so materially contributed to the welfare of their country.

But as they grew in numbers and possessions the Tasmanians felt that something more was demanded of them, and in 1890 they passed an Act creating the University of Tasmania and endowed it with a revenue of £3,000 a year, which has subsequently been increased to £4,000. This institution has been recently affiliated to the University of Cambridge.

IV.—Technical Education.

There has been as yet but little scope for the development of any extensive system of technical instruction. There are only two considerable centres of population, and at each of these there exists a technical school managed by a local committee and aided by Government grants. The instruction is organised on lines similar to those of the London polytechnics, that is to say, there is no recognised standard curriculum, but the students join those classes which appeal to their interests or are advantageous to their professional pursuits.

The recent development of the mineral resources of the island has led to the establishment of a School of Mines at Zeehan, in the western district of the island; but the work of this school is most narrowly shaped towards practical ends, and the chief feature in the instruction are the classes in assaying.

1900.

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THE SYSTEM OF EDUCATION IN SOUTH AUSTRALIA.

I. State Primary Education.

By the Act of the Imperial Parliament 4 and 5 of William IV., cap. 95, that portion of the Continent of Australia bounded on the south by the Southern Ocean, on the north by the 26th parallel of South Latitude, on the east by the 141st meridian of East Longitude, and on the west by the 132nd meridian of East Longitude, was constituted a separate colony, and designated "South Australia." Exclusive of the "Northern Territory," which has since been attached to it, its area is about 300,000 square miles. Early History.

In 1836 there was not a single school of any description in the whole of this vast region; while in 1897 there were 655 State schools, public and provisional, in active operation scattered over the length and breadth of the Colony.* As illustrating the difficulties of providing educational means for the children of the settlers in a new country, it may be stated that one school is 688 miles north of the capital, another 500 miles west, and many others upwards of 300 miles south-east and north-east. During the first ten years of settlement the only means of education available were the parents of the children, private tutors and governesses, and a few small private venture schools. One of the latter instituted in the City of Adelaide was, I believe, founded on the lines laid down by the British and Foreign School Society, but it soon proved quite inadequate to the wants of a growing population. Under Ordinance (No. 11) of 1847, a grant of encouragement, on capitation lines, was paid by the Colonial Government to private venture schools. It soon became evident, however, that under the conditions these grants became State aids to sectarian teaching, and so many objections were advanced against them on these grounds that the ordinance was repealed by an Act of 1851, which came into force early in 1852.

Under this Act a Central Board of Education, consisting of seven members nominated by the Governor in Council, was created.

The duties of this Board were:—(1) To establish schools, or recognise such schools as were already in existence, in which good secular instruction, based on Christian principles, but free from sectarian difference of belief or opinion, should be im- Central Board of Education.

* In 1899 there were 677 schools.

parted. (2) To grant licences to teachers, and to pay them out of State revenues salaries ranging from £40 to £100 per annum in augmentation of the fees paid by the parents of the children. (3) To appoint inspectors, who should visit the schools and make reports on the character of the instruction given to the Central Board; and (4) To recommend the Colonial Government to give grants in aid of buildings erected by local subscriptions, up to an amount not exceeding £200 per school.

With an ever-extending area of settlement and a rapidly increasing population these arrangements failed to meet the demands made upon them, and in 1875, after much agitation and expression of public opinion throughout the Colony, a new Act was successfully carried by a large majority through both Houses of the Legislature.

Act of 1875. By this Act of 1875 the management of the State schools of the Colony passed from the Board of Education to a Council of Education under the Presidency of an officer paid by the State. The two main principles of this Act were that for all children between the ages of seven and thirteen, living within a radius of two miles of an efficient school, education should be compulsory up to a certain standard in reading, writing, and arithmetic, and that the instruction imparted during the compulsory hours should be strictly unsectarian or secular in character. In every school four and a half hours at least were set apart every school-day for secular instruction only, but such schools might be opened in the morning for a quarter of an hour at least, before the time fixed for such secular instruction, for the purpose of reading portions of the Holy Scriptures from the authorised or Douay versions. Attendance at these readings was not compulsory. The teachers were paid partly by the children's fees, partly by fixed salaries drawn from the general revenue, and partly by a bonus on the results obtained at the annual examination of their schools, which was also drawn from the same source.

In addition to the appointment of a paid President, on the 1st of December, 1875, on the 1st of January, 1876, the inspectorial staff was augmented by the addition of three new inspectors to the two already in office.

Administration. The Government of the day was exceedingly fortunate in securing as President of the Council John Anderson Hartley, B.A., B.Sc. (Lond.), who afterwards became Inspector-General of Schools for the Colony, a position which he filled until his death by accident in September, 1896. This new President not only possessed great depth of culture, but combined with this, in an extraordinary manner, very exceptional powers of organisation and administration, and an unbounded enthusiasm for the work he had undertaken, which, with more mature experience, placed him in the proud position of being the ablest primary educationist in the Southern Hemisphere. It is to the genius of this officer and the love of their work, which he was able to create and sustain in all his subordinates, that the colonists of South Australia are mainly indebted for their excellent State schools and school publications to-day. The gentlemen nominated as members of

the Council were all citizens of ability and repute; but the Government of the day was not slow to perceive that such an officer as they had appointed required no assistance, and would no doubt become restive under any attempted restraints; so, after an existence of about three years, a fresh Act was passed, which " superseded the Council of Education, and placed the control of the schools directly under the Minister of Education, with the late President of the Council as Inspector-General."

Course of Instruction in State Primary Schools.

From that time to the present the primary school system of the Colony has shown steady and consistent progress at all points. Ably directed by the late Inspector-General, the Department has not been slow to recognise the vital principles enunciated in Pestalozzi's well-known axiom, that elementary education "should develop and perfect the inborn powers and talents of the human being—that is, the talents and powers of the mind, the heart, and the hand, "and that what the Germans term " Anschauung," or the power of observation aided by seeing and feeling, should never be lost sight of in laying the foundations of knowledge in the child's mind.

Always keeping this principle in view, the course of instruction, followed alike in all classes of State primary schools in South Australia, has from time to time been widened and made more logical. Indeed, guarded as it has been for over twenty years by a mind always alert and receptive, the course could not become stereotyped, and it has not infrequently been enriched in parts which have been culled from the best there was in the German, the Swiss, the French, and American primary school systems (*vide* Appendix A).

Education—Compulsory and Free.

Prior to 1891 the State system of primary education was known as a secular and compulsory system, but *not* free. The Act of 1875 was, however, further amended in 1891, and as from January, 1892, this Act provided that " no fee shall be payable by any parent to the minister, or to any teacher of a public school established under the provisions of the Education Act 1875, for the education of any child in any such school unti such child shall have been educated up to the compulsory standard, and has attained the age of thirteen years." This Act further provided that in the case of children between the age of nine and thirteen years the compulsory distance should be increased from two to three miles. To satisfy the compulsory requirements of the Act each child in the Colony between the ages of seven and thirteen years, residing within the compulsory radius, must attend an efficient school for at least thirty-five days each quarter. (*See also Supplementary Notes, The Fifth Class.*)

The Board of Inspectors.

After the death of the Inspector-General of Schools in 1896, the Minister, acting on authority vested in him by the Act of 1875 and the Acts incorporated therewith, cancelled certain regulations which had reference to the duties of that officer, and made the following regulation in lieu thereof:—"(*a*) General management: (1) There shall be a Board of three Inspectors of schools, to be called the 'Board of Inspectors,' one of whom shall be Chairman of such Board. Two members shall form a quorum

at any meeting of the Board. The Board shall be responsible under the Minister for the general management of the Department and the carrying out of the regulations, and shall be substituted for the Inspector-General of Schools, and wherever in the Education Regulations the words 'Inspector-General of Schools' or 'Inspector-General' occur, the words the 'Board of Inspectors' shall be inserted therein in lieu of such words."

The above regulation sets forth the management of the Department at the present time.

The three gentlemen appointed to constitute this, the first Board of Inspectors, were the three senior inspectors, Thomas Burgan, Esq., C. L. Whitham, Esq., and Lionel W. Stanton, Esq. These three gentlemen had served under the Inspector-General from the inception of the present system in January, 1876. The last-named, having served for some years as Assistant Inspector-General, was appointed Chairman of the new Board.

The Curriculum.

The course of instruction is fixed by the Board of Inspectors, subject to the approval of the Honourable Minister of Education, as in France, Germany, and Italy. A detailed course of instruction is given for all classes. But while the course laid down defines the subjects taught in much detail (*vide* Appendix A), and thus secures uniformity of work in all grades of primary schools, from a provisional school of twelve pupils to a city public school of 1,200 pupils, it is elastic enough to allow of considerable variation as to the time to be allotted to each subject, under the approval of the district inspectors, and of some modification on the part of the teachers within the limits of the general organisation thus established. Much freedom is left to teachers in the teaching of such subjects as elementary science, horticulture, agriculture, and other various kinds of manual work.

Once or twice a year, the whole of the Inspectorial staff is summoned to the central office to confer with the Board of Inspectors on the course of instruction, inspections, examinations, promotions of teachers, and other matters affecting the general welfare of the schools. The course of instruction includes reading, spelling, writing, mental and slate arithmetic, English language (oral and written), geography (general and physical), English history, poetry, drawing, tonic-sol-fa singing, moral lessons, manual work, drill and manual exercises, and needlework for all the girls from the first class upwards. In a few of the schools the elements of Latin, German, Algebra, and Euclid are taught. (For full course of instruction *vide* Appendix A.) As all the State primary schools work on the same course of instruction, and use the same books, a system of transfer has long been in use, by means of which a pupil may go from any State school to any other State school in the Colony, carrying all his books with him, without loss of materials, time, or classification. The transfer note furnishes the new teacher with the pupil's registered number and school history.

The reading books of the infants, juniors, first, third, and fourth classes, and all copybooks, drawing books, arithmetic

books, and poetry books necessary, are manufactured by the Department, and are sold to the children at cost price. If the parents are too poor to provide these books, a full supply is given, free of charge, to the children of such parents.

The Department also manufactures its own maps, history charts, arithmetic diagrams, etc.

Two monthly illustrated magazines, each sixteen pages, are published by the Department under the title of *Children's Hour*, for Classes III. and IV. These papers are sold to the children at one halfpenny per copy, and have superseded the old class reading books.

It will be seen from the detailed course of instruction in the Appendix A that the main principles which give tone to the whole system are:—That the child should be led by carefully graded steps, from the known into the region of the unknown; from the particular to the general; from the concrete to the abstract, and from the microcosm of the school to the macrocosm of the universe.

Particular care has been exercised in the grading of the arithmetic and drawing to make these subjects meet the demands and requirements of our Colonial life and its surroundings. Children in Class IV. (the compulsory standard class), from eleven to thirteen years of age, can not only make out their parents' accounts, measure their farm lands, fences, crops, tanks, wells, and dams of varying shapes, but they can draw to scale plans of simple farm buildings, gates, and ordinary tools.

No free dinners are provided for pupils attending State primary schools.

In several of the larger schools cookery is taught to the girls as an ordinary part of their manual instruction.

In infant schools and girls' departments musical drill is much encouraged. The art of swimming is also taught to many pupils.

There are no continuation classes in connection with the primary schools, but on leaving these schools, many of the boys enter for the evening classes of the technical schools and School of Art and Design.

There are free lending libraries connected with most of the schools.

Penny savings banks were tried some years ago, but they were not a success. In the large centres of population there are public schools, floral and industrial societies, and in these centres annual exhibitions of the children's work are held. These exhibitions are exceedingly popular, and do much to nurture a healthy spirit of emulation in both pupils and teachers.

Holidays. The holidays allowed are four weeks at Christmas, one week at Easter, one week at Michaelmas, Good Friday, the Queen's Birthday, the Queen's Accession Day, the Prince of Wales' Birthday, and the Eight Hours' Labour Celebration Day, September 1st. In future a further week is to be allowed at mid-winter. One day in each year is set apart as "Arbor Day." This is not strictly a holiday, but the ordinary time-table work is suspended to permit the children and teachers to plant trees

on the school grounds, public reserves, and in the township and village streets.

The schools are open to the public during ordinary school hours, but no interference with the time-table work is allowed. One day a year is now set apart as "visiting day," when all the work of the children is open to the inspection of their parents and friends.

Scholarships, etc.

The following exhibitions and bursaries are annually offered for competition:—(1) Six exhibitions tenable for three years, and of the annual value of £20 each yearly—or £40 each for those who have to reside away from home—open to pupils under fourteen years, boys and girls alike, who attend the public primary schools. The successful competitors are required to enter at some secondary college, or school approved by the Minister. (2) Six bursaries tenable for four years, and giving the right of education at the Government Advanced School for Girls, open to all girls in the public primary schools under fourteen years. For the purpose of encouraging the study and practice of agriculture in the common schools, prizes are annually offered for competition. These prizes are allotted to six different districts, and an examination is held in each district.

Classes of Schools.

The State primary schools of South Australia are of two kinds—public schools, taught by certificated teachers, and provisional schools, taught by uncertificated teachers, who have undergone a special examination and served for a special time in an efficient school to gain a knowledge of practical work. A public school may become provisional, even with a certificated teacher in charge, if the average attendance for one year falls below twenty. A provisional school may have an average of more than twenty and yet remain provisional, if the teacher is not certificated. As a general rule, however, a primary public school is a school with an average attendance of more than twenty, and a primary provisional school is a school with an average attendance of less than twenty. The same course of instruction is followed in all schools.

Public schools are divided into twelve classes. The salary of the head teacher generally goes with the class of school to which he or she may be appointed, but there are exceptions to this rule. The salaries of male head teachers range from £110 in a class XII. school with an average attendance of twenty to thirty, to £450 per annum in a Class I. school, with an average attendance of 600 and over. There are annual increments in each class. The annual increment is £10 in each case for male teachers. The salaries of female head teachers range from £92 in Class XII. to £156 in class IX., with an average of fifty to seventy-five. In the case of female teachers the annual increment is £8 in each class. A female cannot be appointed as head teacher to a school in any class above IX. The Class I. schools are worked in three departments, but the male head teacher is responsible for the whole. In Class I. schools the boys and girls are taught separately, except in the infant department. The head mistress of the girls' department in these schools is paid a

fixed salary of £250 per annum. In all cases in the public schools where a residence is attached, a reasonable deduction is made from the teacher's salary for rent. In no case is rent charged to a provisional teacher, but only a limited number of provisional schools have residences attached. With a few exceptions all public schools are conducted in Government buildings, but the greater number of the provisional schools are conducted in rented buildings. Provisional schools are of four grades—viz., special (average attendance below twelve. The teachers of these schools are not paid a fixed salary, but a bonus of £5 per child in average attendance), and Classes I., II., and III. The salaries of the provisional teachers range from £66 to £108 per annum. The latter amount is only paid to male provisional teachers, who have been seven years in the service, and have obtained good reports for a like period. The maximum salary for a female provisional teacher is £96.

During the year 1897 there were 278 public and 377 provisional, or a total of 655 State primary schools open in the Colony. The total number of these schools open during any part of the year was 659. (*See also, for figures for* 1898–99, *Supplementary Notes, Schools.*)

Attendance.

The gross number of children under instruction in these schools was 67,152, the net number of children instructed was 61,643, and the average *daily* attendance was 42,193. The number on the register of the public schools was 45,803, and on the register of provisional schools 10,022, total on monthly register 55,825. (*See also, for figures for* 1898–99, *Supplementary Notes, Attendance Tables.*)

The *quarterly* average of children from five to seven years was 8,562, seven to thirteen years 42,191, and over thirteen years 6,290. (*See also, for figures for* 1898–99, *Supplementary Notes, Attendance Tables.*)

The cost of education per child instructed, exclusive of amount spent on buildings, except by way of rent, was:—Management and Inspection, 3s. 1¼d.; Training College, 3¾d.; Public and Provisional Schools, £2 0s. 1½d.; total £2 3s. 10¾d. Including all the above items, the cost per child in average attendance was £3 4s. 1¾d. The total cost of State primary education in 1897 was £135,347 13s. 4d. (*See also Appendix D, Cost of Education in South Australia*, 1898–99.)

Educational Authority.

There is no local rating for educational purpose in South Australia. The total cost being voted by the Colonial Parliament annually, the Honourable the Minister is the supreme authority, with the Board of Inspectors as executive head of the department. All appointments are made by the Honourable Minister controlling education and all teachers are transferable from school to school at his discretion. The Education Department is guided by regulations which are laid before both Houses of Parliament and have the force of law, unless disallowed within one month by express resolution of either House.

Boards of Advice.

There are, however, advisory boards. The boards are partly

elected, and partly nominated by the Governor in Council. There were ninety-five such boards in existence in 1897. These boards are entrusted especially with the care of the school buildings, and are provided with limited funds from the general revenue for expenditure upon *urgent repairs*. They also decide when prosecutions are to be instituted against parents and others who do not comply with the compulsory clauses of the Act. In the large centres of population, however, there are paid school visitors whose time is chiefly occupied in looking after absentee scholars, and superintending prosecutions which have been directed by the boards under the compulsory clauses. Before prosecutions are instituted in the name of the Minister defaulting parents are allowed opportunities of giving explanations in person to the Boards, or in case there is no district board, in writing to the Minister. Under the Acts in force, parents of children between the ages of seven and thirteen years residing within a compulsory radius may be fined five shillings for the first offence, and twenty shillings for each succeeding offence.

Inspection and Examination of State Schools.

In addition to the Board of Inspectors, there are five male district inspectors, one lady inspector, and one male assistant inspector. The two latter have no districts assigned, but assist the inspectors in all the districts. Except in a few cases of small, far outlying schools, the schools are visited twice a year by an inspector, once for a preliminary inspection, during which the ordinary class work goes on and is criticised and reported on, and once for the purpose of examination and making promotions from class to class. At the latter visit, every child is examined individually in reading, spelling, writing, mental arithmetic, slate arithmetic, written language (from class 2 and upwards), drawing, and the girls in sewing. The examination is a class or collective examination in geography, history, oral language, poetry, drill, singing, moral and manual work lessons (*vide* Appendix B). The merit classification of the schools from F to A depends chiefly on the results obtained at these examinations. The number of schools examined in 1897 was 637. The number of children examined and reported on was 42,924. The percentage gained in the public schools was 81.29, and in the provisional schools 76.75. 3,593 children succeeded in passing the standard fixed by the Education Act for exemption from further attendance at school. (*See also Supplementary Notes, Inspection.*)

Teachers.

The number of teachers of all classes employed in the State primary schools at the close of 1897 was 1,241. (*See also Supplementary Notes, Teachers*)

A college for the training of teachers has been at work in Adelaide since June, 1876. What is known as the pupil teacher system has obtained in the department since its inception, and the students who enter the training college are chiefly young persons who have served in the schools as pupil teachers for four years, or in the case of those who have passed the University Senior or Junior examination, and who are not less than sixteen years of age, for three years. Other persons are admitted for training at the discretion of the Minister. All students are non-

resident. The term of training is for one year, and the students' time is about equally divided between study under the Master of the College, and in some cases at the University, and in practical teaching in a Class I. school, under a training master. During the term of training students receive a maintenance allowance of from £30 to £80, according to circumstances. On the completion of the year's training all those students who gain the departmental certificate are placed in Class F. From this class they may, by passing higher examinations in singing, drawing, literature, modern languages, mathematics, science, and by length of good service, pass through the intervening classes up to Class A. Since its foundation the Training College has turned out an average of twenty-four trained teachers annually. Although paid by the Government, teachers are not civil servants. Teachers are not allowed to accept any other office without the express permission of the Minister. Teachers who have passed through the College are under engagement to serve the department for at least three years, but the Minister, on his part, is under no obligation to provide employment for them. Persons not trained in South Australia, holding any of the following certificates, are eligible for employment in public schools:—England, certificate from the Committee of Council on Education. Ireland: Certificate of the first or second class issued by the National Board of Education. Victoria: Certificate of competency. New South Wales: Certificate of the first or second class. Queensland: Certificate of the first or second class. And university graduates if they give satisfactory proof of skill in teaching.

An official education gazette is published once a month, and issued free to all teachers. All circular notes, instructions, appointments, promotions, resignations, etc., are announced through this medium. (For information regarding the Training College of Adelaide University *vide* Appendix C.)

School Buildings.

School buildings are of four kinds—stone, brick, iron, and wood. There are only a limited number of the two latter kinds in the outlying districts, and in places where continuous settlement was considered uncertain. Most of the buildings are substantial and comfortable, and well adapted to the purposes for which they have been erected. The cost of these buildings is met by public loans, but the amounts expended annually in repairs upon such buildings as are vested in the Minister are taken from the general revenue. Photographs of typical schools can be seen at the Board of Education Library, Cannon Row, Whitehall, London, S W.

Since the passing of the Education Act of 1875 294 buildings have been erected.

The total capital expenditure on school buildings and teachers' residences since the passing of the above quoted Act, amounts to £449,217 9s. 7d., which has been paid from loans. (*See also, for figures for* 1899, *Supplementary Notes, Buildings.*)

Lands Dedicated for Primary Education.

Since 1876 386,615½ acres of Crown lands have been set apart as educational endowments, but, for some years past, the rents derived from the lands leased have been absorbed into the general revenue. (*See also Supplementary Notes, Dedicated Lands.*)

School Decoration.

The primary school teachers and pupils have been encouraged to make their schools as beautiful as possible, and much has been done by means of window and wall decoration and by the cultivation of plants, hanging of framed pictures, etc. A strong and energetic Public Schools Decoration Society is connected with the Department, and out of funds raised by children's concerts, this society has expended for several years upwards of £200 per annum in beautifying the interiors of the schools connected therewith.

Public School Teachers' Superannuation Fund.

This fund was established in 1889. All head teachers and assistants are under obligation to join the fund when required to do so. The State renders no aid to this fund.

On the 31st January, 1898, there were 414 members on the books. Twenty-one of these were annuitants. The invested capital at the same date amounted to £39,758 4s. 1d. The fund enables female teachers to retire from active service at the age of fifty, and male teachers at sixty years, or at an earlier age on account of failure in health. The fund also makes some provision for teachers' widows and children up to a certain age.

II. State Secondary and Higher Education.

(*a*) *Secondary Schools.*

Boys.

Secondary education for boys has been so amply and efficiently provided for by voluntary effort and private venture establishments in South Australia, that the State has hitherto not felt it necessary to do much in this direction, except in agriculture. The Government gives very substantial aid, however, by annual grants and scholarships to secondary and higher education in the School of Mines and Industries and the University. It is also generous in its grants in aid to the School of Technical Art and Design, the Free Reference Library, the Art Gallery, the Museum, the Zoological Gardens, the Botanical Gardens, and other institutions. The aids thus given will be dealt with under the heads of the several institutions named.

Girls.

An Advanced School for Girls was established in the City of Adelaide in October, 1879. For some years this school was conducted in rented premises, but in 1891 a plain, but substantial and suitable building was erected and equipped, affording accommodation for 200 girls, at a cost of £2,683 16s. 7d.

The teaching staff consists of a head mistress at a salary of £350 per annum, and four assistants, with visiting teachers for drawing, music, and calisthenics. The course of instruction comprises the usual branches of an English education, French German, drawing, class-singing, pianoforte playing, calisthenics, and elementary natural science, with Latin and mathematics for the more advanced pupils. This school is open to all girls who have passed the compulsory standard or an equivalent examination. The fees are £3 5s. 6d. per quarter, inclusive of pens, ink, paper, etc. Books are extras, and an extra fee of £1 1s. per

quarter is charged for pianoforte playing. The school sends up many pupils for the preliminary junior and senior examinations at the University, and has since its foundation imparted a higher tone and standard to the whole of the secondary education for girls in the Colony. During the last quarter of 1897 there were 111 pupils on the books. The income during the year from fees, etc., was £1,277 8s. 1d., and the expenditure £1,175 11s. 10d., thus showing a profit to the State of £101 16s. 3d., if interest on the capital cost of building be left out of consideration.

In December, 1897, there were 111 pupils on the register, and nineteen of these were holders of State school bursaries. (*See also, for figures for* 1898-99, *Supplementary Notes, Advanced School for Girls.*)

State Scholarships.

The following University Scholarships are offered annually, and are tenable for one year. A. Entrance Scholarships for day students—one of the value of £35, one of £30, and one of £25. Those scholarships are open to all candidates under eighteen years of age, who have resided in the Colony for one year, but who have not previously attended any part of the day undergraduate course at the University. B. Undergraduate Scholarships.—Three scholarships to first year students of the value of £35, £30, and £25 respectively. Three scholarships to second year students of the value of £35, £30, and £25 respectively.

For Evening Students.

The following scholarships are offered annually to evening students in Arts or Science, viz.: Five to students who are entering upon either of the above-named courses; five to students who have completed the first year; four to students who have completed the second year; and four to students who have completed the third year. The value of each of these scholarships is £10. Candidates for the entrance scholarships must have resided for at least one year in the Colony, and must be between sixteen and twenty-one years of age In the other cases similar conditions must be complied with, but one year of age is added for each year of the University course.

(*b*) *University Education.*

Before the year 1874 there was no University in South Australia, although an Association called the University Association had been established in 1872. This Association managed all the business connected with the founding of the Adelaide University, by Act of Parliament, in 1874. The first meeting of the Council was held on December 11 of that year. At that meeting Sir R. D. Hanson, Knt., Chief Justice of the Province, was elected the first Chancellor, and the Right Reverend A. Short, D.D., Anglican Bishop of Adelaide, the first Vice-Chancellor. The first professors appointed were for Classics and Comparative Philology and Literature, and for English language and Literature and Mental and Moral Philosophy.

The new University was incorporated in 1874; the first academical year was 1876, but a few lectures were given in 1875, and Royal letters patent were granted in March, 1881.

At first the work was conducted in the buildings of the South Australian Institute, which had been placed at the disposal of the Council by the Board of Governors of the Public Library. The Government made a grant to the University of 50,000 acres of Crown lands for revenue purposes, and a further grant of five acres on North Terrace, in the City of Adelaide, as a site for the necessary buildings. They also undertook to render permanent State aid by subsidising all endowments to the extent of five per cent. per annum, and to contribute liberally to the expense of the buildings as well. The new buildings were commenced in 1879, and were completed in April, 1882. The total cost was £24,736, of which sum £18,014 was furnished by the Government and £1,890 by private subscriptions. The University consists of a Chancellor, Vice-Chancellor, a Council, and a Senate, and has power to confer degrees in Law, Medicine, Arts, Science, and Music. "All degrees conferred by its authority are entitled to the same rank, precedence, and consideration as if such degrees had been conferred by any University in the United Kingdom. Degrees are also conferred on women." (*See also Supplementary Notes, University Education.*)

The academical year is divided into three terms. Degrees may be conferred at any time, but are usually conferred at the annual commemoration, which is held in December. The Chancellor, who prior to his election need not be a member of the Council, holds office for five years, and the Vice-Chancellor, who must be a member of the University, for three years; but the Warden and Clerk of the Council are elected annually by the Senate.

As stated above, the academical work of the University was commenced in March, 1876, with eight matriculated students, but fifty-two non-graduating students attended the different classes of lectures. From that time to the present the University has steadily grown in wealth, usefulness, and numbers. In addition to the endowments by Government lands and amounts contributed to the buildings, the State has rendered further aid to the University by annual subsidies and otherwise, between 1874 and 1897, to the extent of £65,590 9s. 11d. For the same period the total fees received have amounted to £44,420 5s. 4d. During the year 1897 the Government contributed £3,501, and the fees received during the year 1897 were as follows:—

	£	s.	d.
Arts and Science - - - - -	854	12	3
Law - - - - - - - -	376	6	0
Medicine - - - - - -	1,029	1	0
Music - - - - - - -	620	14	6
Preliminary Examinations - -	299	15	6
Junior Examinations - - -	153	16	6
Senior Examinations - - -	255	19	6
Evening Classes - - - -	449	10	0
Interest and Rents amounted to -	3,051	17	5

These amounts are included in the above total.

From 1874 to June, 1898, the University has received from private persons and trustees donations, bequests, and funds for scholarship purposes to upwards of £130,000.

The University contains Faculties of Medicine, Arts, Science, and a Board of Musical Studies.

A new Conservatorium of Music is to be erected at a cost of £10,000.

There are several scholarships ranging in value from £15 to to £200 per annum.

The number of undergraduates in the various courses in 1897 was ninety-two and of non-graduating students 217. The number of students attending the various evening classes was 182, and 1,429 candidates presented themselves for the various public examinations.

The teaching staff of the University consists of eight professors and eleven lecturers.

The number of graduates on the books in December, 1897, was 324, of whom 171 were graduates of the University of Adelaide. The others were admitted *ad eundem gradum.*

Other means of continuing secondary education in South Australia are amply afforded by the following Societies:—

The Royal Society of South Australia,
The Geographical Society,
The Society of Arts,
The Teachers' Guild,
The Astronomical Society,
The Photographical Society,
The Mathematical Society,
The Zoological Society, and
The Field Naturalists' Society.

III. State Agricultural and Technical Education.

As far back as 1884 Inspector Whitham wrote in his annual report as follows:—"Now that the production of bread-stuffs has become such an important factor in our colonial prosperity as to have justified the appointment of a state Professor of Agriculture, and the founding of an Agricultural College, I would respectfully suggest that the time has arrived when the subject of scientific agriculture should not only form an important feature in the curriculum of the teachers training college, but be introduced as a standard subject for the upper classes of our country schools." As a result of this recommendation a small text book of agriculture, by Dr. Tanner, was introduced into most of the primary schools, and the subject was much encouraged as a part of the children's manual work, for which liberal marks were awarded; but for several years no further steps were taken. In July, 1897, however, an advanced step was made by the opening of a Central Secondary Agricultural School in a part of the old

Exhibition Building, Adelaide. Other schools on similar lines are to be established in the Northern and Southern parts of the colony. The pupils of this school pay a fee of one shilling per week. Boys of twelve years of age who have obtained a compulsory certificate, or of thirteen years and upwards without it, are admitted. The course of instruction is supposed to bridge over the gap between the primary schools and the Agricultural College, and School of Mines and Industries. Some of the subjects are taught to the boys at the School of Mines. This course includes advanced arithmetic, algebra, plane geometry, mensuration and land surveying, mechanical drawing, composition, English literature, agriculture, theoretical and practical, fruit culture, viticulture, chemistry, carpentry, and smith's work. In December, 1897, there were 57 pupils on the books. The fees received for the half-year amounted to £55 6s., and the cost to the Government, exclusive of buildings and fittings, was £281 5s.

Agricultural College. A State College of Agriculture, Horticulture, and Viticulture, with experimental lands attached, was established at a suitable place about thirty miles north of Adelaide in 1885. The present staff consists of: Principal, William Lowrie, M.A., B.Sc. (Edin.); House Master, J. A. Haslam, B.Sc.; Viticulturist and Œnologist, Arthur J. Perkins; Diplômé de L'Ecole d'Agriculture de Montpellier; Lecturer on Chemistry and Physical Science, W. R. Jamieson, B.Sc. (Lond.); and three other assistants.

In addition to training young men in the above subjects the college exists for the purpose of conducting experiments with a view to the advancement of the rural industries of South Australia.

The affairs of the college are managed by a council appointed by the Governor in Council, and under the immediate control of the Minister of Education and Agriculture. The principal, the viticulturist, and the dairy expert, in addition to their work at the college, lecture at various times and in various places in the rural districts upon subjects connected with farming, vine, and fruit culture, wine making, olive growing, and dairying.

Candidates for admission to the college must be at least fifteen years of age, and must pass an entrance examination in English composition and arithmetic. Fees: £30 per annum, exclusive of laundry charges. Scholarships.—Six scholarships, each of the annual value of £30 tenable for three years, are offered annually. For the purposes of awarding these scholarships the Colony is divided into six districts, and one scholarship is allotted to each district. The course of study for the college diploma extends over nine sessions, or three years.

The curriculum includes agriculture, viticulture, fruit culture, œnology, chemistry, botany, meteorology, physics and mechanics, anatomy and physiology of farm animals, veterinary science, surveying, book-keeping, entomology, mathematics and practical work on the farm and in the workshop.

The approximate cost of the college, farm buildings and equipment, exclusive of the land, is set down at £14,000.

Endowments, nil; voluntary contributions about £25 per annum for prizes; total amount of State aid per annum, £2,000.

Number of students in December, 1897, forty. The average age of the students is 18½ years. The total area of the farm connected with the college is now about 1,000 acres. Of this amount, from 250 to 300 acres are fallowed and about 400 acres in crop. The balance supports the working farm stock and 20 cows, and 100 sheep. Much of the land is, of course, of very moderate quality, and the rainfall is very limited. During the past two years it has not exceeded 15 inches per annum. (*See also Supplementary Notes, Agricultural Schools and Classes.*)

Agricultural Bureau. The Central Agricultural Bureau of South Australia was founded in April, 1888. By December, 1897, the branches established were ninety-seven, with 1,300 members. The total cost of the Bureau to the State for 1897 was £1,265 12s. 1d. Income, nil. The officers of the Central Bureau are appointed by the Minister of Education and Agriculture. The officers of the branch Bureaux are nominated by the residents of any district and appointed, if approved, by the Central Bureau. By means of these Bureaux the agricultural education of the people has been forwarded by the publication of reliable information, by the meeting together of many of the "brainiest" men connected with agricultural pursuits, for the purpose of discussing, explaining, and otherwise dealing with all matters of practice connected with their industry.

In addition to lectures, the reading of papers, discussions, etc., seeds are distributed and tested, experiments are made in improving and crossing wheat and other cereals, and in combating noxious weeds and insect pests.

A Journal of Agriculture and Industry, edited by the General Secretary of the Central Bureau and the Secretary of the Department of Industry, is published monthly under the direction of the Ministers of Agriculture and Industry.

School of Mines. The South Australian School of Mines and Industries was founded in March, 1889, and located in the capacious basement of the Exhibition Building of 1887. This school is managed by a Council of twelve, under the Presidency of Sir Langdon Bonython. The year is divided into three terms, and the course of study extends over three years, at the end of which those students who have succeeded in passing the required examination receive diplomas as associates. The school has a competent staff of nineteen masters and several assistants. It receives evening as well as day students.

In December, 1897, there were 957 students on the register. The annual income from students' fees for 1896 was £1,255 17s. 9d. and for 1897 £1,520 19s. 5d. The amount of State aid by grants for the above two years was £3,000. As the school is conducted in Government buildings used for other purposes, and has been partly equipped by the labour of the teachers and the students, it is impossible to give even the

approximate cost, but the school is now very fully and efficiently equipped, and the cost must have amounted to several thousands of pounds. The students attend the University for some subjects.

There are several smaller schools of a similar character, but these do not grant diplomas.

School of Technical Art and Design.

The School for Design, Painting, and Technical Art commenced as a general Art School about 1861 under a local teacher, who was superseded by a German artist from Melbourne, under whose direction the work partook of the nature of an academic study of painting. In 1882 an addition was made when the School of Design was commenced with the importation of a master from South Kensington, Mr. H. P. Gill. The School of Design at first afforded instruction to art students on lines almost parallel with those obtaining in English Art Schools, and also embraced the science subjects of mathematics, machine, and building construction. In 1889 the School of Mines and Industries was started, and the science classes of the School of Design were affiliated to it in 1891. The line of demarcation in the work of the two schools being arranged by their governing bodies, science subjects, except plane and solid geometry, going to the School of Mines, while those portions of architecture wherein the artistic predominates over the utilitarian, and any such subjects as wood-carving, repoussé, etc., wherein the artistic instinct and the capacity to draw ornament is essential, were retained by the School of Design and Technical Arts. At the end of 1892 the master of the school of painting resigned, and the Schools of Painting and Design and Technical Arts were joined, under the Design and Technical Art Master, who received the title of Director for Technical Art, and the school is now called the School of Design, Painting and Technical Arts. The work of the school is to assist all in that art teaching which they can apply to their life's work, while those who require the art training of the painter can obtain those elements necessary to all art workers, their future success as painter artists resting upon their individuality and genius. The students are engaged in producing technical art work in needlework, carving, gesso, etc. Of this work 1,200 original designs have been executed and sold. No design is repeated, each purchaser obtains the one piece produced.

The staff of the school is as follows:—

Harry P. Gill, Director for Technical Art (South Kensington Art Master's Certificate, groups 1, 2, 3 and 6) and three assistants, one of whom holds the South Kensington Art Master's certificate, and the other two the South Kensington Art Class Teacher's certificates.

The numbers of students for the year ending June 30, 1897, were as follow:—

School of Design, Painting, and Technical Arts, day 169, evening 147; School of Mines students for drawing, attending the School of Design, etc., day 33, evening 13, total 362.

Port Adelaide School of Design, 25; Gawler School of Design,

42; Kapunda Art classes, combined with School of Mines, 17 grand total, 446 students.

The following shows the expenses and receipts of the School for the four years ending 30th June, 1897:—

Year.	Total expenses of School for the year.	Students' fees and Examination fees for the year.	Balance, being amount contributed to support of School by the State.
	£ s. d.	£ s. d.	£ s. d.
1893-4	1,523 7 9	509 16 0	1,013 11 9
1894-5	1,606 0 4	538 3 2	1,067 15 2
1895-6	1,407 9 8	527 11 6	879 18 2
1896-7	1,479 19 8	598 11 8	881 8 0

Elementary local examinations in Art and Science subjects for the students of this school were instituted in November, 1886, and in 1888 these were thrown open to all other students, and up to the end of June, 1898, the following certificates have been issued:—First Grade Geometry, 1,751; First Grade Freehand, 2,172; First Grade Model, 1,333; total First Grade Certificates, 5,256. Intermediate Solid Geometry, 715; Intermediate Perspective, 323; total Intermediate Certificates, 1,038. Second Grade Plane and Solid, 204; Second Grade Freehand, 644; Second Grade Model, 477; Second Grade Perspective, 109; total Second Grade Certificates, 1,434. Geometric Projection of Shadows, elementary, 38; Geometric Projection of Shadows, advanced, 7; Science Geometry, elementary, 17; Science Geometry, advanced, 2. Total number of Certificates, 7,792.

The Board governing the School gives annually twenty-five evening scholarships, which are competed for by the students from the City and suburban Public Schools, who are nominated for the competition by their Head Masters. These scholarships are tenable for a year, and those junior students who obtain high results in the Art Examinations are recommended for a further scholarship.

In addition to the above, some twelve evening scholarships were awarded to scholars of the public schools who showed good practical work in applied art sections at the Public Schools Exhibition in November, 1897.

The Public Library, Museum, and Art Gallery of South Australia.

The South Australian Institute (which included a library—partly reference and partly circulating—reading room, museum and art school) was founded by Act of Parliament in 1856.

The Public Library, Museum, and Art Gallery of South Australia (which also includes a public reading room and an art school) was founded by Act of Parliament in 1884. When this took place the South Australian Institute was merged in the public library, etc., etc., part of its library being handed over to the Adelaide Circulating Library, which was founded by the same Act of Parliament, but is quite a distinct institution.

The Public Library contains about 40,000 volumes.

The Public Reading Room is 54ft. by 26ft., and contains all South Australian newspapers, one or two papers from each of the other Australian colonies, a few of the leading British papers, and a selection of the best English magazines, reviews, etc. The buildings and equipment have cost £45,000, State funds.

The musum building is 200ft. by 45ft.; the collection is claimed to contain as one department the best collection in existence of specimens pertaining to Australian ethnology, such as weapons, ornaments, utensils, etc. The building and equipment have cost about £12,500, State funds.

The annual Government grant to the Public Library, Museum, and Art Gallery for 1897-8 was £6,115.

The total annual Government grants to the Public Library for the ten years ending June 30th, 1898, were £69,900.

In addition to the above there were during the years 1889 to 1892, public grants for the purchase of pictures to the amount of £4,000. (Since 1892 the state of the Colonial finances has prevented any grant being made for the purchase of pictures.)

The only endowment which the Public Library, Museum, and Art Gallery of South Australia has had is a bequest by the late Sir Thomas Elder, G.C.M.G., who died in 1897, for the purchase of pictures for the Art Gallery, amounting to £25,000.

Art Gallery.—This contains about 100 oil paintings, thirty-two watercolour pictures, thirteen marble statues, besides etchings, engravings, and other works of Art. The total value of the collection is about £19,188 13s. 0d. For the present the gallery is in the Exhibition building, but a new Art Gallery is in course of erection at a cost to the State of about £20,000.

Country, Urban, and Suburban Institutes.

The Country, Urban, and Suburban Institutes amount in number at the present time to 158. Book boxes are circulated amongst them by the Public Library (free of charge, except for carriage); there are in number—English 168, German 26. The total number of books so circulated is about—English 5,395, German 1,092.

Grants from the Colonial revenue are made annually to the Institutes, those for ten years ending June 30th, 1898, amounting to £38,301 16s. 3d. The grant for the year 1897-8 was £3,999 2s. 8d.

The principal statistics of the Institutes for the year ended June 30th, 1897, are as follows:—Books in libraries 180,575 volumes; books circulated, 157 Institutes during year, 338,730 volumes; number of members, 7,186; Incomes (exclusive of Government grants), £8,112 0s. 11d.

The Adelaide Circulating Library is not included in the above, except as regards the annual grants (for the last three years, however, it has not received any grant). The old Library building and equipment have cost about £7,000.

IV. Primary Education by Voluntary Effort and Private Venture Schools in South Australia in 1897.

Altogether there were 233 of these schools at work in the Colony in December, 1897. As several of these impart secondary as well as primary education, these will be dealt with in Section V. of this report.

These schools were taught by 131 male and 441 female, or a total of 572 general teachers; and 65 male and 62 female, or a total of 127 particular or special teachers. The fees charged in these schools vary from 6d. per week to three guineas per quarter. Most of the teachers are uncertificated, but a few have been trained under the State system, and others hold degrees in either art or science. Fully half of the masters in the schools giving secondary as well as primary education are university men.

The number of boarders was 400 males and 243 females, or a total of 643. Day pupils, males, 5,174; female, 5,755; total, 10,929. Inclusive of the boarders, the numbers were: Males, 5,574; females, 5,998; total, 11,572. The numbers under five years of age were 377; from five to seven years, 1,688; from seven to thirteen years, 5,590; thirteen to twenty years, 2,096; and twenty years and upwards twenty-seven. In several of these schools the books, etc., published by the State Department are now in use. There are no complete returns available as to the capital expenditure on buildings and equipment, total amount of fees, etc., but information is given where it has been possible to get returns from the Roman Catholics, Episcopalians, Lutherans, and others.

Roman Catholic Primary School.

Roman Catholic Primary Schools included in the numbers above given.—There are fifty-seven Catholic schools in South Australia, with 4,942 children on the registers. Eight of these are returned as "superior schools," seven for girls or mixed and one for boys. I have included the latter in the list of voluntary secondary schools. The balance are parochial schools, in which only primary tuition is given. In most of these schools the children receive instruction in the Roman Catholic religion either from a visiting priest or the sister or teacher in charge. A small fee is charged, and the teachers, when not Catholic sisters, hold office at the pleasure of the parochial priest. These schools receive no aid whatever from the State, neither are they inspected by the officers—other than the truant visitors—of the State department. In many of them, however, the books published by the Education Department are now in use, and all these books, as in the case of the State schools, are supplied to the teachers for the children at cost price.

Church of England Schools.

Church of England Schools included in the above number.—In reference to these schools it has been authoritatively stated "That the Church Day Schools of this Diocese (Adelaide) receive

secular instruction on lines similar to that given in the State schools." Twenty-eight schools were open during 1897. In the Diocesan Board's report it is stated: "The Board note with satisfaction that the larger schools are now almost, if not entirely, self-supporting. The smaller schools are now established on a much firmer basis than previously, and there is every hope that the whole of them will continue to prosper. No school has been closed during the year, but on the contrary three new schools have been added to those under the control of the Board. The total number of pupils on the register was 1,481. The fees range from 4d. to 2s. per week. In addition to three male and twenty-three female head teachers, there were twenty-two assistants employed. There are no fixed salaries. Religious instruction, according to accepted principles of the Church of England, is given in these schools. The balance sheet shows a grant in aid from the Society for the Propagation of the Gospel of £100, and £105 7s. in voluntary subscriptions. Grants in aid to fourteen schools amounted to £69 10s., Christmas bonus to teachers to £75 8s., and honorarium and travelling expenses to the Diocesan Inspector £24 12s. 9d. These schools are not visited by Government inspectors, but by a Diocesan officer. Returns of absentees are made to the Government truant officers.

The above returns are only for twenty-seven schools as to teachers, but for twenty-nine schools as to numbers of pupils on register.

Lutheran Schools.

Lutheran Primary Schools included in the above general return.—There were forty of these schools open in the Colony in December, 1897. There were also forty head teachers. The total number of pupils on the register was 1,640. The approximate cost of the buildings and equipment, inclusive of teachers' residences, was £10,000. Many of the teachers appointed have received training in some Lutheran seminary for higher education.

The course of instruction includes:—Religious instruction (given in German), Bible History, Lutheran Church catechism and Church hymns, English (including history, geography, and arithmetic) as in State Schools up to Class V. German (reading, writing, grammar, composition, and in some cases history), standard corresponding to the standard in the same subjects in English, drawing, class singing, needlework for girls, and Kindergarten work for infants. The children speak in both English and German.

"The usual fee is 6d. per week, payable weekly or quarterly, according to circumstances, but a large number of children are educated free of cost to their parents. Each teacher is provided with a residence, and receives in addition to his fixed salary contributions in kind from the church members. The sum total of the salaries, about £2,400, together with the cost of the buildings, etc., is raised almost entirely by voluntary contributions from members of the Lutheran Church, the school fees constituting only a very small fraction of it. No scholarships are awarded."

Outside the primary schools above accounted for, under the immediate patronage of the Roman Catholic, Church of England, and Lutheran Church authorities, there are about 100 private venture schools of various kinds. These are chiefly small preparatory schools, conducted in the homes of the teachers, but about one-fifth of the number may be termed middle class girls' schools with curricula which are partly primary and partly secondary. Excellent work is being done in several of these, without any outside aid whatever. The fees in this latter class range from one guinea to three guineas for day pupils and from ten to fifteen guineas for boarders, per quarter. **Miscellaneous Private Venture Schools.**

As the larger State schools have from time to time been erected in centres of population, a large number of small private venture schools have closed voluntarily, and most of those now competing with the State schools are considered to be fairly efficient.

V. SECONDARY EDUCATION BY VOLUNTARY EFFORT AND PRIVATE VENTURE SCHOOLS.

In December, 1897, there were about twenty schools which may be classed in this section. Rather more than half of these are boys' schools. Preparatory as well as Secondary Education is very efficiently given in most of these schools. Almost all receive boarders as well as day pupils.

Collegiate School of St. Peter, Adelaide. Head Master, Reverend Henry Girdlestone, M.A., Oxford. This is essentially a Church of England School, but children of all denominations are admitted. It is managed by a Council of Governors, consisting of fifteen members, of whom the Lord Bishop of Adelaide is one. **St. Peter's School, Adelaide.**

It was founded in July, 1847. Approximate cost of buildings and equipments, £35,000. Total amount of endowments £24,000. Total amount of annual contributions (prizes), £13 13s. Number of pupils on register, December, 1897, 307. There are eleven assistant masters and several visiting teachers.

It is the oldest school of the type in the Colony, and was founded "to provide a good classical, mathematical, and commercial education on Church of England principles, with a conscience clause admitting boys of all denominations." The school includes a beautiful chapel, with organ and choir, and it is surrounded by thirty-five acres of playground. "The course of instruction is similar to that of the public schools of England." The senior boys receive tuition in English subjects, science, mathematics, Latin, Greek or German, French, and (in the lower forms) elementary freehand drawing.

"Sons of Clergymen of the Church of England in the Diocese of Adelaide, holding the licence of the Bishop, are admitted at

half the full tuition fees for first, second, and third brothers, and are admitted as boarders at a reduced rate.

The fees payable quarterly in advance are fifteen guineas per annum for day pupils and fifty guineas per annum for boarders. There are special extras for carpentry, chemistry, gymnastics, music, shorthand, singing, etc.

The school is rich in scholarships varying in value from £5 to £50 per annum. Four of these, the "Farrell Scholarships," two open and two limited to sons of clergymen of the Church of England, are of the value of £50 a year each for three years.

Prince Alfred College, Adelaide.

Prince Alfred College, Adelaide: Head Master, Frederic Chapple, B.A., B.Sc. Lond.

Although this college receives boys of all denominations for both preparatory and secondary education, it is the property of the Wesleyan body of South Australia, and its affairs are managed by a committee appointed by the South Australian Wesleyan Conference, with the President of the Conference as Chairman.

Date of foundation: The first stone was laid by His Royal Highness the Duke of Edinburgh on November 5th, 1867. The school was commenced in temporary premises in January, 1869. The present buildings were first used in July, 1869. The College was incorporated by private Act of Parliament in 1878 as a public school for all time. Both day pupils and boarders are received. It is essentially a modern school, giving great attention in the upper forms to mathematics and the various branches of natural science, while the needs of the greater number who are to enter upon commercial pursuits are always kept in mind and adequately provided for.

The cost of land, buildings, and equipment, etc., was £35,000. Endowments: The above all paid for, and about £2,500 invested to bring in income.

Voluntary contributions: These average about £100 per annum given by friends for prizes, etc.

Number on roll, December, 1897, 300.

The school has been most successful in preparing for the University Senior Examinations, and for Scholarships at the Adelaide University.

Fees: Boarders, £14; day boys, £3 10s. per quarter. There are ten assistant masters, and six special visiting masters.

Scholarships: There are three scholarships, each of the value of £150, tenable at the Adelaide University, and many scholarships and prizes ranging from £3 3s. to £12 12s.

Whinham College.

Whinham College, North Adelaide. Head Master, G. G. Newman, B.A. Lond.

This Collegiate School for boys was founded by the late John Whinham as an undenominational commercial school in 1854. It has always been partly preparatory and partly secondary, with a strong commercial side. It sends up boys for the University, Civil Service, and other examinations. There are four assistant masters and five visiting masters.

Endowments, *nil;* State aid, *nil;* voluntary subscriptions, except in the form of prizes, *nil.*

Approximate cost of land, buildings, and equipment, £20,000.

In 1886 it became the property of Mr. John Howard Angus, and was taken over by three trustees on behalf of the Congregationalists. In 1894 the Board of Governors resigned, and the school buildings and appliances were leased by the present head master.

Both day pupils and boarders are received. The number on the register in 1897 was 150. The fees for day pupils range from £1 10s. to £2 12s. 6d. per quarter, and for boarders from £8 8s. per quarter in addition to ordinary tuition fees. There are extra fees for pianoforte, violin, painting, elocution, practical chemistry, and carpentry.

Several prizes and scholarships, ranging in value from one guinea to twenty guineas, are offered for competition annually.

Way College, Unley, South Australia. Way College.

This college contains both preparatory and secondary schools. It is the property of the Bible Christian Denomination.

Principal, William G. Torr, M.A., B.A., LL.D., etc.

Date of foundation, February, 1892. Approximate cost of buildings and equipment, £20,000.

Total amount of endowments, £4,000. Total amount of annual voluntary contributions, £40. No State aid.

Number of pupils on the register December, 1897, 160. Fees, payable quarterly, range from one to thirteen guineas. There are thirteen prizes and scholarships, varying in value from £1 to £50.

Curriculum: University—English. French, German, Latin, Greek, physics, chemistry, algebra, Euclid, trigonometry, history, geography, etc. Practical and commercial side—Smithing, engineering, carpentry, harness-making, agronomy, wool sorting, typewriting, book-keeping, shorthand, and business correspondence.

Christian Brothers' College (Roman Catholic), Adelaide. Christian Brothers' College.
Principal: Reverend Brother J. G. Hughes.

This is combined preparatory and secondary boys' school, educating up to the senior of the Adelaide University.

The College was founded in 1878, and has recently been much enlarged. Cost of buildings and equipment to date £2,100. No State aid.

Endowments, *nil.* Annual voluntary contributions, *nil.*

Number of pupils on the register, December, 1897, 360.

Fees: Day pupils from 10s. 6d. to £3 3s. per quarter. Boarders, £30 to £40 per annum. Piano, violin, drawing, painting, shorthand, typewriting, and elocution are extras.

The course of instruction includes all the ordinary branches of an English commercial education; also Greek, Latin, German, and French languages; algebra, geometry, mensuration, typewriting, book-keeping, chemistry, physics, singing, and elementary drawing.

Queen's Schools.

Queen's School, North Adelaide. Head Master, R. G. Jacomb-Hood, M.A.

Founded 1891; cost of buildings and equipment, £3,150 endowments, *nil;* State aid, *nil;* annual voluntary contributions, *nil.*

The school receives both day pupils and boarders.

Curriculum:—Preparatory for Home and Colonial Universities, including Latin, Greek, French, German, all branches of English and Mathematics. There are no scholarships.

Fees for day pupils from £2 12s. 6d. per term; fees for boarders from 50 guineas per annum.

The number of pupils on the books in December, 1897, was fifty-three.

Hahndorf College.

Hahndorf College, South Australia. Principal, D. J. Byard, B.A.

Founded, 1858.

Cost of buildings and equipment £2,000.

Endowments, *nil;* annual voluntary contributions, *nil;* number of pupils on register, December, 1897, thirty-six.

The curriculum includes a preparatory as well as a secondary course. The pupils in the secondary school can have either a classical or commercial education. Modern languages are included in the ordinary curriculum, and the pupils have great facilities for learning conversational German. Scripture lessons are given daily.

In addition to the principal, the teaching staff includes two lady assistants and three special visiting teachers, The fees for day pupils are £3 3s. per quarter, and for boarders £14 14s. per quarter. Drawing and music are extras at 10s. 6d. and £2 2s. per quarter respectively.

King's School, Adelaide.

King's School, St. Peter's, South Australia.

Founded 1895.

Head Master, Rev. James C. Haynes, B.A.

Curriculum, from preparatory to the University Senior; fees, £2 2s. per quarter; annual voluntary subscriptions, £20.

Endowments, *nil*; scholarships, *nil*; number of pupils on register, December, 1897, forty-five. Cost of building and equipment, £400.

Unley Park Girls' School.

Unley Park Girls' School: Principals, C. M. and Ellen Thornber.

This school was founded in 1855.

The curriculum includes both a preparatory and secondary course.

Cost of buildings and equipment, £4,000. Scholarships—one for clergyman's daughters.

Endowments, *nil;* voluntary contributions, *nil.*

Number of pupils, December, 1897, 134 girls. Fees: Ordinary curriculum, day pupils, £2 2s. per quarter; boarders, from £10 to £13 per quarter.

Ordinary curriculum: English in all branches, French, mathematics, drill, class singing, drawing, science (geology, physiology, botany).

The extra subjects for which extra fees are charged are music, Latin, German, painting, etc.

The Adelaide Shorthand and Business Training Academy. Adelaide. Principal: William Hogg. **The Adelaide Business Training Academy.**

Founded in 1893. Buildings, rented; equipment, £500.

Endowments, *nil;* annual voluntary contributions, *nil.*

There are seven assistant teachers. Number of pupils on books, December, 1897, 211.

This is essentially a school for business and commercial training.

Curriculum: Shorthand, typewriting, book-keeping, business law and practice, business correspondence, longhand writing, English, arithmetic, geography, history, and elocution. Pupils are sent up for the University preliminary and Civil Service examinations. Both day and evening pupils are received. The fees range from £1 1s. to £5 5s. per quarter.

VI. Institutions for Defective Children.

South Australian Institution for the Blind and Deaf and Dumb, Incorporated, Brighton. **Schools for the Blind and Deaf and Dumb.**

This institution was founded on the 1st of October, 1874. The cost of the building and equipment to December, 1897, is set down at £12,000. The number of pupils in 1897 was fifty-seven. In addition to these, there were six deaf mutes and one blind person employed as paid officers and servants of the institution.

The Government grant in aid is £800 per annum. The total amount of voluntary subscriptions augmented by a few legacies in 1897 amounted to £1,593 19s. 3d. The total amount of endowments to the same date is about £4,000. The course of instruction includes reading, writing, arithmetic, mensuration, composition, English grammar, geography, English history, drawing and painting for deaf pupils, and music and singing for the blind. Also mapping and lettering for deaf, kindergarten work for deaf mutes, and Latin for one boy.

The boys are also taught bootmaking and elementary carpentry; the girls needlework, knitting, and general household work, and gymnastics to boys and girls alike.

Industrial School for the Blind. This Institution was established in November, 1884, for the purpose of training the blind in industrial pursuits.

The buildings and equipment have cost £2,396 9s. 2d. In December, 1897, there were forty-five women and pupils in the institution, and 147 others, who have been taught to read and write with raised type, are well supplied with literature in this form. No grant in aid was received in 1897. The amount of

voluntary contribution for the year ending March 31st, 1898, was £1,336 11s. 4d.

Endowments, *nil.* The trades carried on are boot making, basket making, mat making, cocoanut mat weaving, hair curling and drafting, manufacture of cane and rush furniture, pianoforte tuning, etc.

Home for Weak-minded Children.

In South Australia there are no weak intellect centres connected with the primary State system, such as now exist under many of the School Boards of England. Prior to 1897 such children were either kept at home by their parents or sent to a special ward in one of the State Lunatic Asylums, where they were fed, clothed and looked after, but in which no attempt was made to rescue them from hopeless idiocy by special teaching and training. In that year, however, a home for such children was established suburban to Adelaide. A trained matron and a trained teacher have been imported from England, whose duties are to properly care for, educate and train as far as possible, the weak-minded, idiotic, and imbecile children received at the Home. The founders of this institution have based their hopes on the evidence and reports of Dr. Duncan, F.R.S., Mr. Millard, Dr. Seguin, and other specialists, and feel confident that the new home will prove a great success. Mrs. Barker, the matron, is from Earlswood Asylum, and Miss Fox, the teacher, from the Royal Albert Asylum, England. The affairs of the home are managed by a president, vice-president, and a committee of seventeen gentlemen, all of whom are elected by the voluntary subscribers. The home (including land) has been purchased and equipped out of voluntary donations, and a State grant of £500, at a cost of £1,931 19s. 6d. It is beautifully situated and surrounded by five acres of garden and grounds.

The minimum age for admission is seven years, and the maximum about thirteen years. The minimum payment for fully-paid inmates is £40 per annum, exclusive of clothes. The general committee reserve the right to vary this rule as they shall at any meeting decide. Pupils may be admitted at any rate, to be decided by the general committee, in cases where it can be clearly shown that the parents are too poor to pay the minimum rate for ordinary inmates. Special accommodation can be secured by parents who can afford to pay special rates. At present only four pupils have been admitted, but several others are waiting the decision of the General Committee. The Home has accommodation for twenty-two pupils. There are no endowments, but at present there is a credit balance of about £900.

VII. Reformatory and Industrial Schools.

Poor laws, such as exist in the United Kingdom, being unknown in South Australia, other means have been adopted for dealing with the above-named classes of children. Formerly these children were handed over to the care of a Board, which

was appointed by the Government under the Destitute Persons' Relief Act of 1881. But so far as the children's interests were concerned, the powers of this Board were transferred, in 1886, to the State Children's Council, which was created under Act No. 387 of 1886, of the Colonial Legislature. This Council consists of twelve lady and gentleman members. They receive no remuneration, but there is a salaried secretary, and an efficient staff of paid officers, all of whom are Government servants.

The following classes of children in the Colony of South Australia fall under the jurisdiction of this Council: (1) destitute children; (2) neglected children; and (3) convicted children. The first class consists of children who have no means of subsistence or whose parents are unable to maintain them. The second class includes children found begging, homeless, or who are found by the police living in houses of ill fame, whether with their mothers or not or who are known to associate with thieves or drunkards, or who have been convicted of vagrancy, or who have become uncontrollable by their parents, or who are illegitimate children whose mothers or friends are not in a position to maintain them. The third class consists solely of those who have been convicted of offences punishable with imprisonment, and who have been committed to the schools by magistrates. The State Children's Council consists of twelve members (ladies as well as gentlemen). Under the Act the Council has power to board out, license out to service, or to apprentice any children committed to its charge, and to take all necessary steps and precautions, by means of paid inspectors and voluntary district visitors, to secure to the children proper care, instruction, and treatment. Most of these children, boarded out, attend the ordinary State public and provisional schools, and are treated in all respects as ordinary pupils.

This system has been a great success in South Australia, inasmuch as it has removed the children from the surroundings of all pauper establishments and brought them within the influences of pure and healthy home life as far as possible. The number of children thus boarded out in December, 1897, was —boys, 336; girls, 276; total, 612.

The Industrial School is really at present only a receiving depôt for such children as are neglected and destitute until boarded out, and the term of residence is so short as to render it unnecessary as a school.

The Council also exercises control over other means of children's reform and training.

There are three reformatory schools and one industrial school under its management.

Reformatory School for Boys, Magill.

The amount expended on these buildings out of public loans and revenues to December, 1897, was £23,657 18s. 3d. This amount includes all moneys spent on these premises when an Industrial School, and in adapting them as part girls' reformatory and part industrial school; secondly as part industrial school and part boys' reformatory; thirdly as boys' reformatory

only. In December, 1897, there were eighty-two inmates between the ages of ten and eighteen years.

Education is given to all boys under thirteen years of age and to those over that age who are backward, by a qualified teacher, and the school is subject to inspection by an officer of the Education Department. The industrial training consists of farming, market-gardening, fruit culture, dairying, poultry raising, and carpentry. The annual capital cost to the State is £20 3s.

Reformatory for Protestant Girls, Edwardstown.

The cost of buildings and equipment has been £4,905 13s. 5d. In December, 1897, there were eighteen inmates between the ages of thirteen and nineteen years. The industrial training consists of sewing, laundry, and general domestic work. The annual capital cost for 1897 was £42 5s.

Reformatory for Roman Catholic Girls, Kapunda.

Amount expended by the State in adapting old Presbytery and equipment, £830 2s. Number of inmates December, 1897, nine. Education is given to all girls daily. The industrial training consists of sewing, domestic duties, and gardening. The annual capital cost to the State for 1897 was £26.

Industrial School, Magill.

The amount expended was included in the sum stated for boys' reformatory.

Number of inmates, December, 1897—Boys, twenty-two; girls, thirty-seven; total, fifty-nine. The education imparted is on the same lines as that given in the ordinary State public schools. The industrial training consists of sewing and domestic work for the girls and gardening for the boys. The annual capital cost for 1897 was £17 11s.

VIII. Other Institutions.

Botanic Garden, Adelaide.

The Adelaide Botanic Garden was founded in 1855. The area of the garden proper is forty-two acres, but there is a Botanic Park attached containing eighty acres. These lands have been set apart by the State for all time for the above-named purposes. The garden and park are free to the public at all times when open, under regulation hours. The gardens contain a well-equipped museum of economic botany, a museum of Australian wood, a beautiful palm-house, orchid-houses, a Victoria Regia house, and experimental gardens. It was brought to a great state of perfection by the late Dr. Schomburgk, which is being well maintained by his able successor, Mr. Holtze, F.L.S., the present director. The garden contains over 13,000 different species of plants.

These lands are managed by a Board of Governors who are from time to time appointed by the Governor in Council. There are no private or voluntary subscriptions.

The following State grants were made by Parliament for the year 1897:—Garden wages and contingencies, £3,500; Botanic Park garden wages and contingencies, £300. Water for garden,

fountains, etc., £1,000; director's salary, £450; typical orchard, £250. For the purpose of establishing a typical orchard the Government has set apart 178 acres of land in the hills, sixteen miles south-east of Adelaide.

The Zoological Gardens were established on a suitable block of land containing sixteen and a quarter acres on the banks of the River Torrens, and adjacent to the Botanic Park, in May, 1882. From that time to the present they have been so ably managed, and so well supported by the Government and the public, that they are now most probably the best and richest in the Southern Hemisphere. Not only have the health and comfort of the animals been made a first consideration, but the gardens have been made attractive to children by an abundance of shrubs, flowers, quaint bits of rockwork and architecture, and many picnicking comforts. The gardens are free to the public every Saturday. On all other days a small entrance fee is charged. Zoological Gardens, Adelaide.

At the present time they contain 530 animals, 960 birds, and sixty reptiles. The amount received in entrance fees for the last financial year was £1,066 2s. 6d. The amount received for rides on the elephant for the same period was £72 1s. 3d. The voluntary subscriptions came to £101 6s. 6d., and the amount of Government aid was £2,000. There are no endowments; the management consists of a president, vice-president, the Mayor of the City of Adelaide, and a Council of fourteen members, two of whom are appointed by the Government. The annual expenditure usually amounts to a little over £3,000.

C. L. Whitham, M.B.I.S.

South Australia, June 25, 1898.

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.:—

(i.) Recent Reports of the Minister controlling Education.

(ii.) Specimen copies of the *Children's Hour* and other books published by the Department.

(iii.) Photographs of Schools.

(iv.) A Manual of Drill and Physical Exercises.

(v.) Acts and Regulations and other documents relating to Education in S. Australia.

SUPPLEMENTARY NOTES.

Since the above was written the Annual Reports of the Minister controlling Education for 1898 and 1899 have been published. From these the following extracts have been taken :—

SCHOOLS.

The subjoined table shows the number of schools open during the last quarter of the years 1897, 1898, and 1899 respectively :—

Schools open during last Quarter of	1897.	1898.	1899.	Increase. 1898.	Increase. 1899.
Public Schools	278	284	284	6	—
Provisional Schools (of these 9 are worked as half or one-third time).	377	386	393	9	7
	655	670	677	15	7

The total number of Schools in operation during any part of the year was 683 during 1899, 677 during 1898, 659 during 1897.

ATTENDANCE.

—	Gross number under instruction.			Number who attended more than one school.			Net number of children instructed.			Increase.	
	1897.	1898.	1899.	1897.	1898.	1899.	1897.	1898.	1899.	1898.	1899.
Public & Provisional Schools	67,152	67,613	68,329	5,509	5,850	6,013	61,643	61,763	62,316	120	553

The average daily attendance was 42,193 in 1897, 39,102 in 1898, 42,228 in 1899. The low attendance in 1898 is accounted for by epidemics of measles and scarlatina.

The following table gives the average *monthly* statistics for public and provisional schools :—

—	Number on Register.			Number Present at all.			Average Attendance.		
	1897.	1898.	1899.	1897.	1898.	1899.	1897.	1898.	1899.
Public Schools	45,803	46,270	47,145	42,568	41,133	43,244	34,412	33,000	34,815
Provisional Schools	10,022	9,942	9,861	9,195	8,893	8,850	7,148	7,030	6,840
Totals	55,825	56,212	57,006	51,763	50,026	52,094	41,560	40,030	41,655

The ages of the children on the school registers are shown in the following table, which gives the quarterly average:—

—	5—7			7—13			13 and over.		
	1897.	1899.	1899.	1897.	1898.	1899.	1897.	1898.	1899.
Public Schools . . .	7,194	7,125	7,092	34,680	34,765	35,211	4,878	5,315	5,792
Provisional Schools . .	1,368	1,366	1,329	7,511	7,373	7,581	1,412	1,452	1,421
Totals . . .	8,562	8,491	8,421	42,191	42,138	42,792	6,290	6,767	7,213

The following table shows the proportion of children who complied with the requirements of the Education Acts by attending thirty-five days in the quarter, also the proportion of unsatisfactory cases. It should not be forgotten that the number of children subject to compulsion is not the same as the number in attendance between seven and thirteen. A child may live beyond the compulsory distance from the school; he may be exempted on the ground of ill health; or he may have obtained the inspector's certificate, which frees him from the liability to attend school:—

—	1897.				1898.	
	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter	First Quarter	Second Quarter.
Children in Attendance, subject to compulsion	37,424	36,688	36,597	36,029	36,917	36,187
Attended thirty-five days . per cent.	85·34	79·52	91·85	89·26	79·48	75·90
Satisfactory reasons given for not attending . . per cent.	12·55	18·03	6·85	9·05	18·51	21·16
Cases of neglect . . . per cent.	2·11	2·45	1·30	1·69	2·01	2·94

—	1898—*cont.*		1899.			
	Third Quarter.	Fourth Quarter.	First Quarter.	Second Quarter.	Third Quarter.	Fourth Quarter.
Children in Attendance subject to compulsion	36,429	35,670	36,621	36,477	36,462	36,070
Attended thirty-five days . per cent.	88·82	81·88	81·35	85·26	91·01	85·69
Satisfactory reasons given for not attending . . per cent.	10·00	16·58	16·29	12·43	7·88	11·45
Cases of neglect . . . per cent.	1·18	1·54	2·36	2·31	1·11	2·86

INSPECTION.

The number of schools examined by the inspectors was 637 during 1897, 644 during 1898, and 657 during 1899. The total number of children presented was 42,924 in 1897, 42,063 in 1898, and 43,406 in 1899.

The average percentage gained in public schools in the years 1897, 1898, and 1899 was 81·29, 81·00, and 81·48, and in the provisional schools 76·75, 77·02, and 78·34 respectively.

The following table shows the number of children in the fourth class who succeeded in passing the standard fixed by the Education Act for exemption from further attendance at school, and the number of children in the fifth class who obtained certificates:—

—	Fourth Class.		Fifth Class.	
	Examined.	Passed.	Examined.	Obtained Certificates.
1897	6,738	3,593	not given	
1898	6,780	3,958	1,641	420
1899	6,853	3,953	2,065	793

It is the practice to classify the schools in six divisions, according to the results of the examination, after due allowance has been made for exceptional circumstances. The following is the result:—

—	Public.			Provisional		
	1897.	1898.	1899.	1897.	1898.	1899.
Number of Schools	276	279	284	361	365	373
	%	%	%	%	%	%
Class A	31·52	27·60	28·52	11·91	9·32	18·77
„ B	31·16	31·18	35·21	20·77	24 66	26·28
„ C	20·29	23·65	18·30	27·70	28·49	22·25
„ D	11·96	12·19	11·98	21·33	20·82	17·97
„ E	5·07	4·31	5·29	16·07	13·70	13·13
„ F	—	1·07	0·70	2·22	3·01	1·60

TEACHERS.

The following table shows the numbers of teachers of all classes employed at the close of the years 1897, 1898, and 1899:—

Rank.	1897.			1898.			1899.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female	Total.
Head Teachers	249	35	284	249	33	282	254	34	288
Assistant in charge of Department	—	1	1	—	1	1	—	1	1
Assistant Teachers	56	131	187	52	136	188	48	150	198
Acting Assistant Teachers	4	45	49	5	42	47	8	35	43
Pupil Teachers	18	128	146	19	132	151	23	141	164
Monitors	8	149	157	14	158	172	12	166	178
Provisional Teachers	67	304	371	68	305	373	64	322	386
Locum tenens for Head Teacher	1	3	4	5	3	8	1	1	2
Locum tenens for Provisional Teacher	1	1	2	1	6	7	1	3	4
Totals	404	797	1,201	413	816	1,229	411	853	1,264
Teachers of Needlework (employed part time only)	—	40	40	—	24	24	—	19	19
Grand Total	404	837	1,241	413	840	1,253	411	872	1,283

There were 18 students in the Training College during the year 1897, 25 during 1898, and 20 during 1899. The numbers who were reported to be fit to be placed in charge of schools, as they had completed their course, during the years 1897, 1898, and 1899 were 12, 22, and 18 respectively.

The system of training of state school teachers has been reorganised, as from January 1st, 1900. (*See Appendix C.* The Training College of the University of Adelaide.)

Buildings.

In 1899 306 buildings had been erected since the passing of the Education Act of 1875. The total capital expenditure on school buildings since the passing of the present Act amounted in 1899 to £469,945 7s. 11d., which has been paid from loans.

Dedicated Lands.

The area leased on December 31st 1899, was 390,063 acres. During 1899, 4,048 acres were leased at an annual rental of £94 19s. 8d., or an average price of 5⅝d. per acre. The revenue for the year 1899, derived from all the lands leased, was £5,965 19s. 3d., being an average of 3⅝d. per acre.

The Fifth Class.

During the year 1898, Education Regulation 84 was repealed, as from June 30th, 1898. That regulation required the payment of 1s. per week for a child attending school after having passed the compulsory standard, and being over 13 years of age.

This has caused a large increase in the number of schools with a fifth class and also in the number of children taught in that class, as shown by the following figures:—

Number of schools having a fifth class in 1897	-	78
„ „ „ 1898	-	214
Number of children taught in Class V. in 1897	-	3,224
„ „ „ 1898	-	5,097

ADVANCED SCHOOL FOR GIRLS.

During the last quarter of 1898 the number of pupils was 105, and during the corresponding period of the following year, 107. In 1898 there were fourteen, and in 1899 there were twenty-one holders of bursaries.

During 1898 the income was £1,383 6s. 5d., and the expenditure £1,219 2s. The cash profit was £164 4s. 5d. During 1899 the income was £1,307 4s. 1d., and the expenditure £1,189 15s. 3d. The cash profit was £117 8s. 10d.

AGRICULTURAL SCHOOLS AND CLASSES.

In addition to the Agricultural School in Adelaide, classes for teaching agriculture have been opened at Clare, Jamestown, and Naracoorte. The attendances were as follows:—

—	1898.		1899.	
	Number Instructed.	Average Attendance.	Number Instructed.	Average Attendance.
Adelaide	88	42	101	55
Clare	not given	16	23	15
Jamestown	„	19	29	18
Naracoorte	„	28	34	17
Total	—	105	187	105

Four scholarships at the Agricultural College, one entrance scholarship at the School of Mines, and three certificates in dairying were won by the scholars of the Agricultural School in 1898; and in 1899 four scholarships at the Agricultural College, and one entrance scholarship at the School of Mines.

The Board of Inspectors make the following statement with regard to agricultural education in their report for 1899, which appears as an Appendix to the Report of the Minister controlling Education:—" Agriculture.—Agricultural education has been extended by the establishment of special classes at Jamestown, Clare, Naracoorte, and considerable encouragement and help have been given at several other places. Much more could have been done in this special branch of our work, had larger funds been placed at our disposal. Indeed, feeling as we do, that the prosperity of our people, as a whole depends so much on the success of our agricultural and pastoral industries, we should welcome and endeavour to make the best possible use of any ampler means placed at our disposal for this special branch of a boy's education.

The fact, however, must be always kept in mind that, with a curriculum which already includes twelve compulsory subjects for boys and thirteen for girls, the utmost caution is necessary, when those who desire to specialize ask to have the work done in our primary schools. The primary schools exist for the good of all, and not for any particular class. The higher functions of a primary school teacher are not such as will turn boys into bricklayers, carpenters, farmers, lawyers, or doctors; but, such as will educate them physically, mentally, and morally; and we put morally last not because it is least, but because, in a system like ours, which rests on a secular basis, the moral and emotional education of the child is the highest work we have to do."

University Education.

The following are extracts from *Papers relating to University Education of Roman Catholics in certain Colonies*, 1900. Colonial Office Return [Cd. 115]:—

"There is no distinction whatever made in the University; it is purely undenominational in character, no religious test is required, and no distinction is drawn between Roman Catholics and other members of the community. The following is an extract from the Act of Incorporation, [printed in] Calendar for 1899, page 461:—'No religious test shall be administered to any person in order to entitle him to be admitted as a student of the said University, or to hold office therein, or to graduate thereat, or to hold any advantage or privilege thereof.'"

"Out of 1,700 candidates presenting themselves for the various public examinations this year, 230 are from Roman Catholic Schools. The Christian Brothers' Colleges and Convent Schools each year send up a good number of candidates. Out of 102 undergraduates proceeding to degrees this year [1899], 10 came from Catholic schools."

APPENDIX A.

COURSE OF INSTRUCTION IN STATE PRIMARY SCHOOLS.

I.—Bible Reading.

159. Teachers may read portions of the Holy Scriptures, in the Authorised or Douay version, to such of the scholars as may be sent by their parents, for not more than half an hour before 9.30 a.m. The attendance of children at such reading shall not be compulsory: and no sectarian or denominational religious teaching shall be allowed in any school—the teachers must strictly confine themselves to Bible reading.

160. Should the parents of not less than ten children attending any school send to the Minister a written request that the Bible may be read in the schoolroom as above provided, the Minister may require the teacher of such school to comply with the request.

II.—Secular Instruction.

A.—Public, Provisional, and Half-time Schools.

161. The children in any class will be expected to be acquainted with the work of the classes below.

1. *Moral Lessons.*

162. Lessons on the elementary principles of morality are to be given in all schools. These lessons will enforce the necessity of cleanliness, punctuality, industry, obedience, truthfulness, honesty, respect and consideration for others. Special attention will also be given to the question of temperance. The higher classes will receive instruction in the ordinary duties of a citizen.

No textbook is specified for moral lessons, because it is evident that, in order to be effective, they must be the outcome of the teacher's own thoughts and the circumstances of the school. They cannot therefore be made to order. Teachers are, however, requested to keep careful note of their lessons, and to give at least one a week to every class. The lessons may be short, and need not be specified in advance on the school programme, but a record should be kept in the journal.

2. *Reading.*

163. *General Principles.*—The aim of the teacher should be to secure intelligent and expressive reading in all classes. Pupils should be made to understand what they read, and then to read in such a way as to show that the meaning has been grasped. To this end explanation, illustration, and pattern reading must be frequent.

Simultaneous reading, if judiciously used, will be found very valuable. The teacher should first read the passage with correct inflexion and emphasis, and then cause the pupils to repeat it after him. If he finds that they cannot give the proper emphasis and modulation with their books before them it will be well to make the attempt with their books closed. Every effort must be made to prevent the children from falling into a monotonous and sing-song style.

Special attention is called to the arrangement by which extra marks are allowed for good expression and an intelligent knowledge of the subject matter. After reading a lesson the pupils should be required to give the substance of it in their own words (with the assistance of questions from the teacher if necessary), care being taken to see that complete sentences are always used. This plan affords good training in language. In order to see that separate words are properly understood, the children should be practised in forming them into fresh sentences rather than in giving synonyms.

It should not be considered that the teacher's work is completed if his

pupils can read correctly the words of the text-book which happens to be specified for the class. His aim should be to develop a love of reading as far as possible. With this end in view, it is suggested that some time might be devoted to reading aloud interesting stories, accounts of travel, or the like, the readers being selected from the best scholars. Probably such reading might be given with advantage during the lessons in needlework.

In order to further encourage a taste for reading, a small paper (*The Children's Hour*) is published by the department for circulation among the scholars. Several teachers have done useful work by establishing school libraries.

It is proposed to prepare a special series of Readers for our schools, and these will be brought into use as soon as published.

164. *Junior Division.*—The course for this class is divided into two parts. As a rule, children will not be promoted to Class I. until they have reached the full age of seven years; but as many come to school at five years of age it appears necessary to provide for more than one year's instruction in the Junior Division. It is understood, however, that such children as are seven years old will be promoted, if they satisfy the inspector in either standard.

A. (Lower).—To learn the sounds of letters as illustrated in the Adelaide Reading Sheets and First Primer; to read from the same.

The children should also be able to read such other words belonging to their ordinary vocabulary as may be made by the combination of the above-named sounds. They are also to be practised in building up similar words by means of loose letters.

B. (Upper).—To read the Adelaide Second Primer, and to be able to read or build up such ordinary words as may be formed by the combinations of sounds and letters illustrated in the two Primers.

Class I.—Adelaide Introductory Reader; Nelson's First Royal Reader new series; any other approved book.

The practice of requiring the pupils to make out words for themselves by combining sounds should be continued in this class.

Class II.—Nelson's Second Royal Reader, new series; any other approved book.

Class III.—Nelson's Third Royal Reader, new series; Tanner's Alphabet of the Principles of Agriculture; any other approved book.

Class IV.—Nelson's Fourth Royal Reader until such time as notice of discontinuance shall be given in the *Education Gazette;* any other approved book.

At the examination children in this class may be required to read a passage from the *Children's Hour.*

Class V.—No special reader is prescribed for this class, since the children may now be fairly expected to be able to read any passage which does not contain words of exceptional difficulty. Suitable books, such as "Robinson Crusoe," Miss Edgeworth's Tales, Southey's "Life of Nelson," Scott's "Lady of the Lake," Longfellow's "Evangeline," &c., will be supplied on approved requisition, but teachers are not limited to these books.

At the examination the inspector may require the pupils to read any ordinary passage of English.

3. *Writing.*

165. *General Principles.*—A plain, firm, open hand is required, and was be easily secured if proper attention is given to the subject from the beginning.

The proper holding of the pen or pencil, good copies, and accurate imitation of them, are the main points to be insisted on at every stage.

This subject is to be taught by means of blackboard examples, copybooks, and transcription. The blackboard especially should be freely used in class teaching, not only for setting copies, but for exemplifying and correcting mistakes. Blackboard examples should invariably be written with the greatest care, so as to be as perfect models as the teacher can produce.

It cannot be too strongly insisted upon that the greatest care about even minute points is necessary in order to obtain good writing.

The inspectors will require a finished copybook to be shown at the examination. Such book must have been written in the ordinary course of school work, and will be required to exhibit careful teaching all through; no book can be passed if it is seen that the pupil has been systematically allowed to produce a slovenly imitation of the copy, or to hold his pen wrongly.

A special series of books has been prepared. It is expected that the children will write consecutively the books specified for the class, and the inspector may require satisfactory evidence that this has been done.

166. *Junior Division.*—To copy easy words on slates from the blackboard.

Class I.—Adelaide Copybooks, A, B, C. To copy from the blackboard a short sentence from the reading book.

Class II.—Adelaide Copybooks, D, E, F. Transcription on paper from the reading-book, in bold smallhand, with correct spelling, capitals, and punctuation.

Class III.—Adelaide Copybooks, G, H, K. Transcription from the reading book as before.

Class IV.—Adelaide Copybooks, L, M, N. Transcription from the reading-book as before.

Class V.—Adelaide Copybooks, Invoices and Business Forms.

4. *Spelling.*

167. *General Principles.*—Spelling is taught by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance; by transcription; by dictation; and by learning words of exceptional difficulty by heart.

After the reading lesson it will be found advantageous to require suitable words to be spent orally, or, better still, to be written on the slate.

The greatest care should be taken to see that capitals and stops are exactly copied in a transcription exercise, as well as that the spelling is quite correct.

To be really useful a dictation lesson (as distinguished from examination) should be prepared beforehand, *e.g.*, a class may be told that their dictation on the next day will be taken from a given page. The teacher should always endeavour to *prevent* the child from spelling the word wrongly.

Special attention should be paid to such words in common use as are liable to be misspelt.

The dictation and transcription books prescribed for the several classes are to be shown to the inspector at the annual examination.

168. *Junior Division.*—To copy on slate from blackboard words selected from their reading-book. The only capital letter required is I. To form such words with loose letters.

Class I.—To copy on slate from blackboard a passage selected from the reading-book, with proper stops and capital letters.

To learn to spell orally, or from dictation, such words as may be formed by the combination of the sounds illustrated in the Adelaide Primers and Introductory Reader.

To begin to transcribe on paper with either pen or pencil. During the year at least one of the "First Transcription-books" published by the Department should be completed.

Class II.—To write from dictation a passage selected from the reading-book. Transcription and dictation in exercise-books.

Careful attention must also be paid to common words likely to be misspelt in written composition, *e.g.*, *their* and *there*, *has* and *as*, &c.

Class III.—Dictation from reading-book. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

Class IV.—To write from dictation a passage selected from the *Children's Hour* containing no words of exceptional difficulty. Transcription and dictation in exercise-books. Common words liable to be wrongly spelt.

Class V.—To write from dictation any ordinary passage. To write such

passages from dictation in an exercise-book during the year. Transcription is not required in this class.

5. *Language.*

169. *General Principles.*—It is admitted to be an essential part of the duty of the elementary school to train its pupils to use their own language correctly, both in speaking and writing. Experience shows that this is not to be accomplished by teaching formal grammar, with its long array of technical terms, but by steady practice in oral and written composition, beginning when the child enters the school and continued till he leaves.

The subjoined programme has been drawn up to indicate the lines which should be followed in the different classes. It will be seen that very little formal grammar is retained, and it is expected that the terms mentioned will (as a rule) be learnt in connection with the sentences framed by the pupils themselves.

Conversation is intended to play a leading part in the instruction—conversation in which the children should be active participators. The subjects will be found in daily life, in pictures, in the reading and poetry lessons, and in other branches of school work. An easy, natural tone should be cultivated.

It is highly important to see that *no error in speaking or writing is allowed to pass uncorrected* Corrections should be made by the children rather than by the teacher. In written work the corrections should be made in the class, a plan ten times as effective as that of taking the books or slates away, for correction when the pupils are not present.

To sum it up it may be said that training in the use of English should form a part of almost every lesson, instead of being confined to the time specially indicated for composition on the time table.

170. *Junior Division and Class I.*—These classes should be trained to answer all questions in complete sentences.

They should also be taught to give the substance of their reading lessons in their own words, using complete sentences as before.

Class II.—(*a*) *Oral.*—As before. In the reading and poetry lessons a knowledge of the meaning of the more difficult words should be tested, by combining them into fresh sentences. The poetry learnt in the class should form a special subject of conversation.

(*b*) *Written.*—To learn the use of capitals, full stops, the note of interrogation, and the apostrophe.

To pay special attention to the spelling of words of frequent occurrence in composition, and of names of common objects. Unusual words should be placed on the blackboard for the children to copy.

To write complete sentences in answer to questions on their reading or poetry, on pictures, or on a short story.

To learn the meaning of the grammatical terms noun, pronoun, verb, adjective, subject, and predicate. These terms should be learnt at first from the sentences composed by the children.

To frame sentences from given nouns, verbs, etc. To put subject to given predicate or predicate to given subject. To supply given parts of speech in elliptical sentences.

Class III.—As before, and in addition :—To learn to use commas, semicolons, notes of exclamation and quotation marks.

To write a short summary of a reading lesson or of a piece of poetry committed to memory ; or to give in writing the substance of a short story, or a description of a picture.

To understand and to use adverb, preposition, conjunction, and interjection ; number gender and tense (present, past, and future).

Class IV.—As before, and in addition :—To learn to give orally the substance of a story or a descriptive passage prepared beforehand.

To learn to write and address a letter.

To understand and to use common and proper nouns ; case ; transitive and intransitive verbs, active and passive voice ; comparative and superlative of adverbs and adjectives.

To analyse easy simple sentences.

Class V.—As before, and in addition :—To write a short essay.

To learn as much English grammar as is explained in Longman's Junior School Grammar, and also the analysis of complex sentences.

6. *Poetry and Recitation.*

171. *General Principles.*—All classes should commit to memory a sufficient number of pieces of poetry, which they should be taught to recite with proper expression. The teachers may select pieces from the Poetry Books published by the Department.

Particular care should be taken to see that the children have a perfect understanding of the poem chosen, and the inspectors will give special attention to this point at the examination. In the lower classes the simpler and more dramatic the piece the better will be the result. In all classes it will be advisable for the teachers to read the poem first, and also to practise the class in simultaneous recitation, with suitable expression and appropriate action.

172. *Junior Division.*—Not less than twenty-four lines per quarter.

Class I.—Not less than thirty-six lines per quarter.

Class II.—Not less than fifty lines per quarter.

Class III.—Not less than seventy-five lines per quarter.

Class IV. and V.—Not less than one hundred lines per quarter.

Note.—Teachers of small schools are recommended to combine their classes for this subject. The Juniors and Class I. might always be taken together, and similarly Classes III. and IV. Class II. might be taken with either division, as more convenient.

In following out this plan it will be necessary to see that the selections are well varied, so that the children are not called upon to say the same pieces over and over again.

7. *Arithmetic.*

173. *General Principles.*—This subject is admittedly of the greatest importance, not only because of its practical use in after life, but because, when properly taught, it affords valuable mental training.

The plan of instruction has been so arranged that the classes are not so much required to learn certain rules as to perform the various operations with numbers limited according to the intellectual capacity of the children.

The following principles must be carefully observed:—

1. In the earlier stages all numbers are to be learnt and all processes explained by the actual observation and handling of suitable objects; and in all stages every process is to be thoroughly understood by the pupil.

2. Mental exercises are in all cases to precede written, and concrete quantities are to precede abstract.

3. Since the processes used in written arithmetic are frequently not suitable for mental calculation, they should not be followed in working sums in the head. Speaking generally, mental calculation follows the order of *thought*, *i.e.*, from the higher constituent part to the lower; while on the slate we begin work with the *last* part thought about (the units). The children should be trained to follow the correct method in their mental arithmetic.

4. Coins, weights, measures, etc., are to be introduced from the beginning, and in every case are to be learnt, as far as possible, by actual observation and handling

5. The addition, subtraction, multiplication, and division tables are to be learnt thoroughly. Teachers are strongly recommended to teach addition and subtraction of small numbers by the "completion of the tens," so that a process of thought may take the place of a merely mechanical exercise of the memory.

6. Every school should be provided with suitable apparatus and diagrams for explaining arithmetical concepts and processes.

7. Problems and applied questions should have reference to daily life and experience.

8. The most scrupulous neatness must be insisted on in all written work.

174. *Junior Division.—The numbers from* 1 *to* 12.—To understand and to make calculations with the numbers from 1 to 12; and to write the figures from 0 to 9. Counting forwards and backwards by intervals of 1, 2, and 3 up to 12. Addition, subtraction, multiplication, and division up to 12.

The meaning of one-half and one-quarter by concrete examples. Easy problems on common objects or on the tables specified.

TABLES.—*Money*—12 pence = 1s., 2 sixpences = 1s., 4 threepences = 1s., 2 halfpennies = 1d., 4 farthings = 1d.

Time.—7 days 1 week, and to learn the names of the days in order.

Length.—12 inches = 1 foot, 3 feet = 1 yard.

Children in this class may learn to count forwards to 100.

(For a detailed treatment of the course, teachers are referred to the Manual of Arithmetic, Part I., published by the department.)

Class I.—*The numbers from* 1 *to* 100.—The division of the hundred into tens should be carefully taught, as well as the composition of every number up to a hundred. Thus 45 should be analysed into 4 tens and 5 ones; and similarly the pupil should know that 6 tens and 4 ones combined make 64. In the first instance this instruction should be given by the use of objects, diagrams, or number pictures.

Constant practice should be given in the addition, subtraction, multiplication, and division of small numbers, special attention being given to the various combinations under 20. Exact tens should also be dealt with orally in addition, subtraction, &c. It is as easy for a child to add 4 tens and 5 tens as to add 4 and 5.

It is recommended that practice be given in counting forwards and backwards by intervals of 2, 3, 4, 5, and 10.

Thorough mastery should be gained of the multiplication and division tables as far as 100. In connection with division the notion of fractional parts should be further developed (the numerator being confined to unity and only concrete examples being taken).

Oral practice should be given in adding small sums of money under a shilling.

Written arithmetic will be begun in this class, the operations being limited to numbers below 100, and to the simple rules, with the following exception: the pupils should learn to express any number of shillings up to 40 as pounds and shillings, and pence up to 40 as shillings and pence.

The process followed in a subtraction sum should be carefully explained by the use of the notation box.

Easy problems should be constantly given, involving the use of the tables specified below; the pupils will be required to have a thorough grasp of these tables in the concrete where possible.

TABLES.—*Money.*—20 shillings = £1, 10s. = $\frac{1}{2}$, 5s. = $\frac{1}{4}$, 2s. 6d. = $\frac{1}{8}$, 2s. = $\frac{1}{10}$ of £1. Pence table to 40d.

Time.—24 hours = 1 day, 12 months (with names) = 1 year. Names of the months to be learned in order.

Length.—22 yards = 1 chain, 66 feet = 1 chain, 6 feet = 1 fathom.

Weight.—16ozs. = 1lb., 28lbs. = 1qr., 4qrs. = 1cwt., 20cwt. = 1 ton.

Capacity.—2 pints = 1 quart, 4 quarts = 1 gallon.

(The course for this class is fully treated in the "Teachers' Manual of Arithmetic, Part II." Exercises for the children will be found in the Adelaide Exercises in Arithmetic, Nos. 1 and 2. For learning tables the use of the Adelaide Illustrated Arithmetical Tables is recommended.)

Class II.—*The numbers from* 1 *to* 1,000.—The pupils should have a clear idea of the meaning of all numbers up to 1,000; this involves the analysis and synthesis of the numbers. A concrete representation of 1,000 may be given by the use of a diagram, or by Sonnenschein's apparatus.

By oral questions the power of readily adding, subtracting, multiplying, and dividing simple numbers will be developed, either with easy problems or with abstract numbers. Care will be taken to see that the proper methods are used in mental as distinguished from slate work.

(*Note.*—Exact tens or hundreds are considered to be "simple numbers.")

Special attention should be given to practice in mental addition of numbers of not more than two digits ; subtraction of similar numbers ; and multiplication of similar numbers by one digit. Oral practice should also be given in dealing with easy money questions of not more than two denominations.

The special rule should be taught for calculating the price of a number of dozens at so many pence and farthings ; and *vice versâ* from the price of a dozen to find the price of one.

Nearly all questions worked on slates by Class I. are suitable for mental work in Class II.

The ordinary rules are to be taught for working sums on slates in the four simple rules, but no number dealt with need exceed 1,000. Multiplication by easy factors should be taught ; no divisor higher than 12 need be employed.

A beginning will be made with the compound rules by teaching slate addition and subtraction of money with easy sums. (Not more than five lines of addition need be given.)

The knowledge of fractions will be further developed, but no higher denominator than 12 will be required. The process employed should be such as can be clearly comprehended by young children ; for instance, three-fifths should be obtained by first getting *one*-fifth, and then taking three times the result. It will be better to make all questions in fractions of a concrete nature.

Elementary lessons will be given in finding areas. It should be particularly noted that the first questions should be on areas which can be actually ruled out on the slates in square inches. No sums should be given at this stage which would involve numbers higher than can be brought concretely before the mind—in other words, it should be possible to show the area dealt with, if not in the schoolroom itself, then by an easy diagram on the blackboard.

The use of the notation box is strongly recommended for explaining sums in subtraction and division.

Easy problems should be given with the tables specified below.

TABLES.—The multiplication and division tables as far as 12 times 12.

Pence table as far as 100d.

Time.—60 sec. = 1 minute, 60 min. = 1 hour, 365, or 366, days = 1 year.

[Note.—This class should learn practically the meaning of 1.50, 3.45, &c., applied to the clock.]

Length.—5½ yards = 1 rod, 4 rods = 1 chain, 100 links = 1 chain, 80 chains = 1 mile.

Surface.—144 square inches = 1 square foot, 9 square feet = 1 square yard.

Weight.—14lbs. = 1 stone, 112lbs. = 1 cwt., 200lbs. = 1 bag of flour.

Paper.—24 sheets = 1 quire, 20 quires = 1 ream.

(The course for this class is fully treated in the "Teachers' Manual of Arithmetic, Part III." Exercises for the children will be found in the "Adelaide Exercises in Arithmetic, Class II.")

Class III.—*The numbers from* 1 *to* 1,000,000.—The million should be explained as a thousand thousand, and it should also be analysed into tens, hundreds, &c.

Mental arithmetic will continue to be practised. As a general rule it may now consist of an easier form of the sums to be worked on the slate ; or the various questions worked by Class II. may be solved by Class III. mentally, the sum being worked orally step by step.

The following special rules should be carefully taught :—Calculation of prices of dozens, scores, and grosses.

Prices involving the easier aliquot parts of the sovereign and shilling are to be calculated mentally. (Ex. 120 books at 2s. 6d., 360 pencils at 3d.)

Practice in fractions should be continued, denominator not to exceed 24. In this connection the pupils should be taught the meaning of the decimal notation ·5, ·25, and ·75, and the corresponding values in vulgar fractions.

The first ideas of percentages will be given. Only exact hundreds will

be dealt with, and the percentages used will be 10, 20, 25, 50, and 75. In addition the ordinary percentages used in trade discount (2½ and 5) will be learned, and will be shown to correspond with 6d. and 1s. in the £ respectively.

Practice in the simple rules will be given, with numbers not exceeding a million.

Reduction will be taught. Easy sums will be given in the four compound rules. In compound multiplication factors will be required up to 144 only; in compound division no divisor need exceed 16.

Small bills of parcels should be worked.

The pupils will also be taught the method of calculating the cubic contents of rectangular solids. The sums must deal with the objects the children see around them. Diagrams should be drawn on the blackboard and on the slates.

Tables.—The multiplication and division tables to 9 times 16.

Extended pence and shillings tables as shown in the "Adelaide Illustrated Table Book."

Length.—40 poles = 1 furlong, 8 furlongs = 1 mile, 1,760 yards = 1 mile.

Surface.—10 square chains = 1 acre, 4,840 square yards = 1 acre, 640 acres = 1 square mile.

Solidity.—1,728 cubic inches = 1 cubic foot, 27 cubic feet = 1 cubic yard.

Weight.—2,240lbs. = 1 ton generally, but 2,000lbs. = 1 ton of flour or chaff; 1 cubic foot of water weighs 1,000ozs., or 62½lbs.; a gallon of water weighs 10lbs.

Capacity.—2 gallons = 1 peck, 8 gallons = 1 bushel, about 6¼ gallons of water = 1 cubic foot, or 100 gallons = 16 cubic feet.

Class IV.—The mental arithmetic in this class will follow generally the same lines as explained for Class III., such additions being made as will suit the written arithmetic prescribed below.

The pupils will be expected to work any ordinary sums in the simple and compound rules and reduction. Special attention should be given to the working out of household accounts and ordinary invoices.

Work in mensuration will be continued, but will, as a rule, be confined to such calculations as might occur in ordinary life. This will require a knowledge of the method to be followed in calculating the areas of (1) rectangles, (2) four-sided figures with two sides parallel, (3) triangles with given height.

Mensuration of solids is chiefly required for calculating excavations, and the contents of tanks and dams. Besides the ordinary rectangular solid, it will be necessary to learn to calculate the contents of cylindrical tanks. This involves a study of the circle, and the pupils should learn that its circumference is (nearly) 3⅐ times the diameter, and its area (nearly) 3⅐ times the square on the radius, or nearly the same as the area of a rectangle whose width is half the circumference and height the radius. These facts must be demonstrated experimentally as far as possible. As in country districts it is of special importance to be able to calculate the contents of dams for water of the usual shape, a simple method of doing this is explained in the *Education Gazette* for July, 1889, page 69; to make the operation quite clear, a paper or cardboard model will be required.

All sums in mensuration should be illustrated by diagrams, and these should be drawn (if possible) to scale.

The study of simple percentages will be continued, including ordinary trade discounts. Simple interest should be taught; the rates may be confined to 2, 3, 4, 4½, 5, 6, 7, 7½, 8, and 10 per cent., and the periods to years, half-years and quarters.

Questions on subjects occurring in actual life may be given to be worked by first principles (unitary method).

The ordinary operations for adding, subtracting, multiplying, and dividing *easy* vulgar fractions will be taught. Most of this work may with advantage be given orally.

The meaning of such decimal fractions as are used in common life should be taught.

Tables.—All the ordinary tables as shown in the "Adelaide Illustrated Table Book."

Class V.—Mental arithmetic will be given as before.

Easy vulgar and decimal fractions will be studied.

In connection with decimals the process of decimalising money at sight should be taught, and also contracted multiplication. These processes should be applied to the calculation of prices and other applied questions.

Interest will be more fully studied, and should be worked by decimals (to four places only) when necessary.

Proportion is to be learnt, and the principles of the rule are to be explained.

Square root and its applications should be known.

Mensuration as applied to common life is to be fully studied. The more exact ratio of the circumference to the diameter of a circle (3·146) should be employed in slate-work.

8. *Geography.*

175. *General Principles.*—The object of the lessons in geography is to give the children a fair general knowledge of the world in which they live.

It is too often the custom to require the learning of a great many names of capes, rivers, mountains, &c., which are entirely devoid of general interest. Every teacher should lay it down as a fundamental rule never to teach the name of any place unless he is prepared to associate it with some fact of interest.

In all examinations outline maps will be employed.

Every school will be supplied with (1) a compass, (2) a globe, (3) the requisite maps with names, (4) such diagrams as may be necessary. Teachers will provide their own outline maps.

The instruction will begin with the school and immediate neighbourhood, and be gradually extended, so as to give a knowledge of the world generally. The children should not be taught merely the topography of the different countries, but their configuration, climate, and productions, the character and appearance of the inhabitants, their occupations, &c. Teachers are strongly recommended to form a small collection of pictures, which will be found of the greatest use in giving intelligent and lasting ideas as to the various parts of the world. Old numbers of the *Graphic*, *Illustrated London News*, and other periodicals will be useful, and Messrs. Cassell publish many excellent illustrated geographical works.

176. *Junior Division.*—The first notions of a map will be given by making a plan of the schoolroom. This is to be drawn to scale on the blackboard, from measurements actually taken by the children. In the first instance the board should be laid on the floor, so that the various lines may correspond with the actual directions. When the plan has been learnt in this way, the board may be suspended as usual.

The cardinal points are to be taught by observation of the sun, and by the compass. By actual observation the children are to find where the sun rises and sets, and in what part of the heavens it is to be seen at mid-day. A pole (say, six feet high) should be set up in the playground, and the direction of its shadow at noon observed for a few days. It will also be useful to notice the length of its shadow at mid-day at different times of the year.

It should be noted in what direction the neighbouring houses and other prominent objects lie from the school; a plan is then to be drawn showing not only the school building, but the houses, roads, and other objects in the immediate vicinity, and the children should be exercised in stating from the plan the direction of these objects which have already been learnt from actual observation. They should be able to draw a plan of the schoolroom on squared slates.

This class will learn to tell the hours and quarters on the clock.

Class I.—The elementary notion of a map given in the junior division is to be extended till the pupils understand any ordinary map.

Observation of the neighbourhood is to form the basis; but as the facilities for this observation differ so much, no special rules can be laid down. In most districts, however, it will be possible for the children to learn practically the meaning of a majority of the following terms:—Road, railway, plain, hill, range of hills, valley, creek; and in others there

may be added sea, sea coast, shore, bay, gulf, strait, peninsula, isthmus, point, cape or promontory, river, island, lake.

Whatever can be noted by this actual observation is to be embodied in a rough map drawn bit by bit on the blackboard by the teacher, and then copied by the scholars.

When everything possible has been learnt in this way, the teacher must have recourse to models. A single lesson in the playground, with a few shovelfuls of sand and some water, will give the pupils fairly clear ideas of the meaning of all such terms as they have not been able to learn already by observation. When the model has been prepared, the children should construct a map of it under the guidance of the teacher.

Maps are next to be exhibited, and it will be well to select South Australia first, because the position of the school can be roughly indicated upon it, and the new ideas thus connected with the old.

The learning of definitions by heart is not to be allowed till the children have formed clear ideas of the meaning of the thing defined; indeed, it will often be found that they will make the definitions for themselves.

The geography of the neighbourhood within ten miles of the school is to be thoroughly learned. This includes not merely the ability to point out places on the map, but, in addition, a satisfactory knowledge of the character of the country, the occupations of the people, the different townships and modes of access to them. Thus the children in country townships when in the playground should be able to tell whither any road leads, what creeks it crosses, what are the principal buildings on the way, and so forth. The plan of the district referred to is to be in every school.

Elementary ideas of the earth, sun, and moon are to be given to this class, as follows:—

The earth is a globe travelling round a much larger globe called the sun (relative sizes). From the sun we get light and heat. The moon is a smaller globe travelling round the earth (relative sizes). Actual observation of the appearance of the new and full moon, noting the number of days from one full moon to the next.

Note the position of the school as nearly as possible on the globe.

Class II.—The general geography of South Australia, as follows:— Position on the globe, and with reference to neighbouring colonies. Length and breadth, illustrated by comparison with distances known to the children; area, illustrated in a similar way.

General character of outline and surface. The gulfs and their relation to trade. Straits and traffic through them. Agricultural and pastoral country.

Principal ranges. Mount Lofty range and continuations; general direction N. and S. The coast district. Murray Flats. The Hummocks. Flinders range. Gawler ranges.

Rivers.—The Murray. Rivers from the Mount Lofty ranges. Creeks of the Northern plains.

Lakes.—Their general character.

Capes.—As landmarks and guides for ships.

Occupations of the People.—Agriculture in its various branches.

Market gardens.

Wool-growing.

Mining.—Where carried on.

Manufactures.—What they are and where carried on.

Other industries, as bark-stripping.

Internal Trade.—By the gulfs, by railway, by road, and by the Murray.

Principal lines of railway, with their junctions; ports which they feed; productions carried.

Intercolonial Trade.—Steamers, and what they carry.

Foreign Trade.—By sailing vessels and steamers; what they carry each way.

The principal telegraph lines and their uses.

Climate, characteristic plants, and animals.

Principal towns and positions.

General division of the world into Europe, Asia, Africa, America, Australasia, Polynesia. The great oceans.

The five zones: their climate, animals, and plants characteristic of each, *e.g.*, regions of pines, rye, wheat, maize, rice; habitat of the polar bear, reindeer, whale, buffalo, camel, elephant, lion, tiger, ostrich.

Class III.—The general geography of Australia, Tasmania, and New Zealand treated similarly to the geography of South Australia in the second class.

The principal differences between the great divisions of the world repeated and further illustrated.

The different races of mankind and where they live.

Proofs of the roundness of the earth; its circumference and diameter, illustrated by comparison with known distances and by length of time taken to travel round it; its motion round the sun and on its own axis. The year: day and night.

Class IV.—Outlines of the general geography of the world. Comparative size and distance of the sun and moon; the seasons; the equator, longitude, and latitude; differences of time; eclipses of the sun and moon.

Class V.—General geography of the world, with special portion more thoroughly studied, by preference, in some suitable book of travel.

The outlines of physical geography: the earth's form and motion; the sun; the moon and its phases.

The atmosphere: its composition, height, pressure, moisture (rain, hail, snow, dew), movements.

The sea: its composition, divisions; its bed, movements, ice.

The land: its relief; changes in its surface, how effected. Action of the atmosphere, the sea, rain, rivers, glaciers, frost, volcanoes.

Springs, brooks, rivers, lakes, and inland seas.

The distribution of plants and animals.

9. *History.*

177. *General Principles.*—All that is required is to give the children a fair general outline of the course of English history, without minute details. The biographies of great men may be studied with advantage, and many useful moral lessons may be drawn from them. Such practical examples of heroism, self-sacrifice, or unflinching devotion to duty will produce a deep impression.

It is, of course, understood that nothing must be said which would hurt the religious feelings of any of the pupils or of their parents.

178. Classes II. and III.—Interesting stories from English history will be told to these classes. By reference to the Historical Chart published by the Department an idea should be given of the time at which each event occurred.

Classes IV. and V. should obtain a fair general knowledge of the most important events in English history. Chart to be referred to as before.

10. *Special Lessons.*

179. In addition to the regular course of instruction in elementary subjects, it is expected that in all schools special lessons will be given to develop the powers of observation and manual facility.

It is not advisable to prescribe any special course, because what is suitable for one school and one teacher may be quite inapplicable in other cases. One general principle may, however, be laid down—that mere *word* lessons will not be deemed to comply with this regulation. Talks on scientific subjects, if unaccompanied by experiments, are of very doubtful utility, as are also such lessons in natural history as do not deal in the main with facts which may be observed by the children themselves.

The lower classes may with advantage be exercised in such work as is described in Kindergarten manuals. For instance, they may be taught to form ornamental designs with thin sticks or squares of coloured paper, to fold and cut paper, to make models of objects in clay or card, or by what is known as "pea work."

Teachers who have no scientific knowledge may give lessons to the higher classes in practical work of a more advanced kind. Thus models of geometrical solids may be made with paper or cardboard, the plans for

which may be prepared during the drawing lesson. Some teachers will devote the time for these lessons to carpentry, others to practical gardening or farming, care being taken that the children learn the principles as well as the practice. In girls' schools cookery may be taken. It is intended to allow the fullest liberty to teachers, subject only to the approval of the inspector.

In town schools much of the above work could not be introduced, but there are greater facilities for giving lessons in elementary science Here, again, teachers will choose for themselves the subjects they feel they can treat most effectively, always remembering that the lessons must be lessons in observation and inference.

At least two lessons a week should be given in all classes, except to girls learning sewing, for whom one will be sufficient.

11. *Needlework.*

180. *General Instructions*—(1.) The children in all classes are to be prepared to fix their own work. (2.) Plain garments are preferred. The use of cheap trimming of inferior quality should especially be discouraged. (3.) In any case in which it is shown to the satisfaction of the inspector that it has been impossible to prepare a garment, a suitable sample of work may be substituted. (4.) The knitting specified for the different classes may be omitted at the discretion of the teacher.

181. *Junior Division.*—To learn to thread a needle and to fold a hem on paper.

Class I. Simple hemming with coloured cottons, showing the joining of threads.

Class II.—Hemming, oversewing, and felling, or running and felling, with coloured cotton. To show a pillow-case, a child's pinafore, or any garment which can be completed by the above stitches, the work to be fixed by the child.

Class III.—Hemming, oversewing and felling, or running and felling, gathering, stroking, and stitching with coloured cotton. To show apron pleated or gathered into a band, or other garment which can be completed by the above stitches, the work to be fixed by the child.

Knitting with two needles a plain strip.

Darning.—To learn the double stitch on cheesecloth.

Class IV.—As before, with greater skill, and in addition to set gathers into a band, to make button-holes, and sew on buttons and tapes. To show a plain nightshirt, nightgown, petticoat, or other garment which can be completed by the above stitches, the work to be fixed by the child.

Knitting—Pair of cuffs, or other article of equal difficulty.

Darning—To darn hole in webbing.

To be able to draw to scale patterns of any under garment.

Class V.—As before, and in addition, patching on calico and on flannel; coral stitch. To show any garment which requires all ordinary stitches, the work to be fixed by the child.

Knitting pairs of socks or stockings.

To cut out any ordinary under garment.

12. *Drill.*

182. *General Principles.*—Lessons in drill should be frequent, short, and spirited. They should be given in the playground, except when the weather is unfavourable; and if properly managed they will always be popular.

To teach drill successfully, the closest attention to every minute detail is as necessary as in conducting a writing lesson. It not only assists in developing intelligence and smartness, but its importance as an aid towards inculcating habits of steadiness, attention, and a ready and implicit obedience cannot be overestimated It should always be employed in directing class movements.

On the entrance of any visitor all work should be stopped at the teacher's word of command, and the children should rise, as a kind of salutation as well as a mark of respect. When an inspector visits the school the boys may be also directed to salute in the usual way, and there is no reason why

this latter practice should not be followed when boys meet their teacher in the street.

183. A Handbook of Drill and Calisthenics will be issued shortly, and the particulars of the exercise to be taken by each class will be published in the *Education Gazette.*

Musical drill is specially recommended for girls and infants.

Until the handbook is published the course prescribed in the Regulations of 1885 will remain in force.

184. In schools where arms have been provided, the carbine squad is to be taught the manual and firing exercises, and full company drill.

13. *Drawing.*

185. Elementary drawing will be taught to all classes. The actual work to be done will be specified from time to time in the *Education Gazette.*

14. *Singing.*

186. Singing is required to be taught in all schools. The actual work to be done will be specified from time to time in the *Education Gazette.*

B.—Infant Schools.

187. The programme of work specified for the Junior Division applies also to children in an infant school.

188. The other arrangements of the school will be left to the discretion of the assistant in charge. It is, however, expected that (1) singing and the recitation of easy poetry, (2) suitable physical exercises, and (3) occupations for the hands of the kind known as Kindergarten exercises, will form an important part of every day's work. Musical drill is strongly recommended.

C.—Advanced Schools for Girls.

189. All candidates for admission, except those who have passed through the fourth class in a public or provisional school, will be required to pass an examination in—

(*a*) *Reading*, Royal Reader, No. 4, or equivalent.
(*b*) *Dictation*, from the same.
(*c*) *Arithmetic*, the simple and compound rules.

190. The course of study will comprise the usual branches of an English education, French and German, drawing, class singing, and elementary natural science; and the more advanced pupils will have an opportunity of commencing the study of Latin and mathematics.

191. All the pupils will be required to follow the prescribed course.

APPENDIX B.

EXAMINATION OF SCHOOLS AND COMPULSORY STANDARD.

A.—Examination of Schools.

192. There shall be an annual examination of all schools which shall have been established for not less than nine months.

193. No teacher shall be held responsible for the result of an examination, unless he or she has been in charge of the school for at least six months.

194. Teachers will be allowed to withdraw children whose names have not been on the books for at least three months, or, in the case of the junior division, for at least six months before the day of examination.

195. The inspectors are empowered to exempt other children if it shall appear that there are satisfactory reasons therefor.

196. Marks will be awarded to each child examined according to the following plan :—

Subject.	Maximum marks obtainable by each child examined.					
	J. D.	I.	II.	III.	IV.	V.
Reading	2	2	2	2	2	2
Spelling	—	2	2	2	2	2
Writing	1	2	2	2	2	1
Arithmetic	2	4	4	4	6	6
Language...	—	—	2	2	2	2
Drawing	1	2	2	2	2	3
Needlework	—	1	2	2	2	2

197. Five per cent. of the total marks obtainable on individual examination may be allowed for each of the following:—(1) Geography, (2) History (and Language in the Junior and First Classes), (3) Poetry, (4), Special and Moral Lessons, (5) Singing, (6) Discipline and order, (7) Drill.

198. The exact marks awarded to each school for each of these branches will be fixed at the discretion of the inspector.

199. In reading one mark will be given for the bare pass, and the other for good expression and an intelligent knowledge of the subject matter.

200. One mark will be given for spelling tested by dictation, and the second mark for a properly kept book, in which throughout the school year the spelling has been taught by dictation and transcription.

201. In writing, one mark will be allotted to transcription, and one to a finished copybook.

202. In drawing marks will be given for finished books, and also for separate exercises done on the day of examination.

203. In arithmetic the marks will be divided between the mental and written work. Unless the separate steps of the process are shown where necessary work will not be accepted even if correct.

204. Discipline and order will include the proper preparation and observance of the time-table and programmes of lessons, and the proper keeping of the various school records.

205. In infant schools marks will be awarded on examination as for a Junior Division. Ten per cent. of the total number of marks obtainable

by individual examination will be assigned to each of the exercises specified in Regulation 188.

206. At the close of the examination the inspector will mark the names of such children as in his opinion should be promoted, and the teacher will be required to present these children in a higher class at the next examination. As a general rule, no child under the age of seven years will be promoted by the inspector from the junior division. Any child may be promoted at the discretion of the teacher.

207. A full report of the annual examination will be forwarded to each teacher, and it is to be fastened in the inspector's register immediately it is received.

208. Any teacher who may have reason to complain of the manner in which an examination has been conducted must report the circumstances within forty-eight hours after the conclusion thereof.

209. Should any special circumstances have injuriously affected the school, and therefore caused the percentage to be lower than it otherwise would have been, such circumstances may be reported in writing by the head teacher within seven days of the examination.

210. At the close of each year the schools shall be arranged in classes.

211. The basis of classification shall be the proficiency of the scholars as shown by the annual examination, but the inspectors shall consider each case on its merits. The following table shows the percentage required as a rule for each class, but the classification may be altered if it shall appear that any subject has been neglected, or that the percentage does not fairly represent the condition of the school.

Class.	Percentage obtained by the School.	Class.	Percentage obtained by the School.
A.	Above 75	D.	70 and below 75
B.	Above 75	E.	60 and below 70
C.	Above 75	F.	Below 60

212. No school will be placed in Class A unless its condition is excellent in every respect as regards discipline and order, teaching, and moral tone. The same factors will be taken into consideration in awarding a school a position in Class B.

213. The proposed classification of each school shall be notified in the *Education Gazette*, and seven days shall be allowed for an appeal to the Minister, whose decision shall be final.

B.—Compulsory Standard.

214. Every child who shall have passed, before an inspector of schools, an examination in reading, writing (including dictation), and arithmetic, as specified for the fourth class, shall receive a certificate of having passed the compulsory standard.

Annual Examination of Schools, 1898.

The following notes and instructions are printed for the guidance of teachers ; all previous instructions are cancelled.

The annual examinations will begin on April 18th, and, under ordinary circumstances, will be held within two weeks of the date of the previous examination.

No application must be made to the Inspector for the exemption of children on the ground of irregular attendance if during the previous year they were examined in any school under the Department in the same class, and special note is to be taken of directions given in the notice of examination as to the preparation of lists of names for exemption.

The attention of teachers is also directed to Regulations No. 194 to No. 206, published in the January, 1894, *Gazette*, especially to the restriction

placed by Regulation 194 on the withdrawal of children from the Infant Department or Junior Division if they have attended some other school before the one in which they are to be examined.

Reading.

The first mark will be given for accuracy. All vulgarisms will be counted as mistakes, *e.g.*—*git* for *get*, *sor* for *saw*, *gettin'* for *getting*, *singin'* for *singing*, *nothink* for *nothing*, *chimley* for *chimney*, *suddently* for *suddenly*, *ast* for *ask*. Omission of the aspirate will always count as a mistake.

In all classes above the First the second mark will be given for expression and intelligent knowledge of the subject matter. Particular stress is laid on good expression and emphasis, and if the reading is clearly poor in these respects only one mark can be obtained; if it is only moderate, but *the sense of the passage is well understood*, the second mark may still be gained.

With fair teaching and average children it should not take more than six months to learn the Reading Sheets, and about the same time for the Second Primer. This will not be done by repeating the lesson over and over again till the children are sick of it, but by first giving them the *power* to make out the words for themselves by combining sounds, and then by *reading*. Experience shows that the majority of teachers altogether under-estimate the value of making every child thoroughly conversant with the sound of every consonant, vowel, diphthong, and combination. If this be done the power to read will come almost spontaneously.

It is not necessary to wait till every child knows every word on the page. Read to the end of the book, and it will be found that the words have been repeated so often that most of them have been picked up. Then go back again to the beginning of the book, and read it over a second time. If any specially dull children want further practice let them have it, but do not keep the others back.

No objection will be raised to the *occasional* employment of elder children in hearing the reading of the Juniors and First Class, but any such temporary monitors must themselves have been taught how to form words by the combination of sounds.

Junior Division.—The regulations provide for an upper and lower standard.

The Upper Division consists of children whose age is not less than six years and six months, unless it can be shown that they were not on the roll of any school under the Department at the date of the previous annual examination of the school now attended.

Standards.—For the first mark, the Lower Division will read six words correctly out of eight from the Adelaide Reading Sheets or Primer I., new edition, at option of Inspector. The Upper Division will read two lines from Primer II., with not more than one error. The second mark, in both divisions of the class, will be awarded (1) for reading new words made by the combinations of the sounds illustrated by their respective Primers; (2) for making new or old words of a similar kind with loose letters. If the Inspector thinks the class large enough, it will be divided into two parts, and whilst some are making up words with their letters, others will be tested in reading fresh words. The whole class will also be tested in the drawing copies on which the teaching is to be based.

Class I.—Children must read both the Adelaide Introductory Reader and Nelson's First Royal Reader, new series.

Standards.—For the first mark, four lines to be read, with not more than one error. To obtain the second mark the words must be fairly grouped. It should be specially noted that fluent reading requires *a* to be pronounced short, not like *ay*; and that similarly *the* is not to be pronounced *thee* except before a vowel; further, that no pause is allowable between the article and its noun.

Class II.—First mark, five lines from Royal Reader II., new series; not more than one error. Second mark, for expression and comprehension, as explained above. Teachers who wish to use Class III. *Children's Hour* in addition may do so. It is contemplated in 1899 and following years to

examine in those portions of Class III. *Children's Hour* specially written for Class II.

Class III.—First mark, to read nine lines from either *Children's Hour* for Class III. for the school year 1897-8, or from Tanner's Alphabet of the Principles of Agriculture, with not more than one error. The Inspector will decide which children will read in each book. Second mark, for expression and comprehension, as explained above.

Class IV.—First mark, to read with fair fluency eight lines from the *Children's Hour* of 1897-8, taking only those months which comprise the school year; not more than one error. Second mark will be given for expression and comprehension, as explained above.

Class V.—For the first mark, the children will be tested by a passage taken from the *Children's Hour* or the special reading book used by the class, and any other passage chosen by the Inspector from any suitable work. Not less than six lines will be read, at the discretion of the Inspector. For the second mark, as in Classes II., III., and IV.

Spelling.

Class I.—First mark will be given for spelling correctly on slates from dictation four out of six words chosen from the Adelaide Spelling Book, Part II., and the introductory Reader. In this class the transition will be made from the sound of the letter to its name. Words may be spelt at first by both methods.

The second mark will be given for "First Transcription Books," written throughout the school year under the rules given below, except that no dictation will be required. The regulations now require that these books shall be written in Class I. throughout the year, but in the earlier months the transcription may be from the *blackboard*, and in pencil if the teacher prefers it, and one lesson need not extend beyond half a page. During the last six months of the school year there must be one lesson on a page, as in Class II., the writing must be done with pen and ink, and it must be true transcription direct from the Reading Book; the long letters may have loops or otherwise at teacher's option.

Note.—The blackboard may be used for teaching in the ordinary way.

Class II.—First mark, three lines on paper from the Reading Book; all the stops will be dictated. Two errors in spelling will fail. Second mark: This will be gained by showing all the dictation and transcription books written during the year. These books must strictly comply with the rules given below.

Class III.—First mark, about eight lines on paper from Class III. *Children's Hour* of the current school year will be dictated. The children will be told when a sentence is completed, and must supply the proper stops, as laid down in the Language Standard. Two errors in spelling will fail. Second mark, as in Class II.

Class IV.—First mark, about eight lines on paper from the *Children's Hour* of the current school year. The children will be told when a sentence is completed, and must supply the proper stops. Two errors in spelling will fail. Second mark as in Class II.

Class V.—First mark: Passages equivalent to about twelve lines in Class IV. *Children's Hour* will be given on paper from any book, but no technical or unusual words will be allowed. No stops will be dictated. Two errors in spelling will fail. Second mark, as in Class II., but the books must contain *only* dictation.

Dictation and Transcription Books.

The following are the rules under which these books are to be written:—

1. The book is to be regularly written in throughout the school year, as the mark is for the systematic teaching of spelling.
2. The dictation and transcription are to follow in consecutive order as they have been done in school.
3. There must be nothing else in the book.

4. Each lesson is to be begun at the top of a fresh page, and the date is to be written by the pupil at the beginning of the lesson. Care should be taken that space is not wasted by making the lesson occupy a page, and only a few lines of the next page.

5. The errors are to be marked *by the teacher*, with coloured ink or pencil, and the lesson *at once* initialled.

6. The corrections are to be written by the pupil at the foot of the lesson before the next lesson is written.

7. All lessons are to be of fair length. If they are habitually made too short the books will not be passed.

8. Strict attention will be paid to the character of the writing, and the general neatness of the book, as well as to the careful marking of errors by the teacher, and correction of them by the children. The writing should be bold, and *of the same standard of excellence as copybook writing*, allowance being made for the fact that there is no copy, and, in the case of dictation, for a somewhat higher rate of speed.

9. In Class II. it should be particularly observed that the transcription is to be in *small hand*, *i.e.*, loops are to be made on the letters *b*, *h*, *l*, etc. The letter *d* should not touch the upper line, but only go about three-fourths of the way; the letter *t* half the distance.

10. German-ruled books are to be used in Class II. (size of writing, $\frac{5}{32}$ of an inch), and Class III. (size of writing $\frac{1}{8}$ of an inch). For Classes IV. and V., plain exercise books, with lines $\frac{7}{16}$ of an inch apart.

11. The transcription and dictation will consist of passages from the reading prescribed for the class, but a few separate words may be written at the end of the lesson.

12. No lesson must be written in these books out of time-table hours, except, of course, when an unsatisfactory exercise has to be re-written, nor must any lessons prescribed on the time-table be omitted.

Writing.

Junior Division.—One mark; to write not less than five easy words selected from Primer I. on slates (ruled with lines $\frac{3}{8}$ of an inch apart), from a copy on a blackboard. Capital I must be used.

Class I.—First mark: To transcribe on a leaf of the transcription book a passage from the Reading Book of about two lines. All the capitals will be required in this class, and the children must write their names. Second mark: Copybooks A, B, and C, consecutively written, as per instructions below.

Class II.—First mark: To transcribe a passage from the Reading Book on a leaf of the Transcription Book, with correct spelling, punctuation, and capitals. Second mark: To show Copybooks D, E, and F, consecutively written, as per instructions below.

Class III.—First mark, as in Class II. Second mark: To show Copybooks G, H, and K, consecutively written, as per instructions below.

Class IV. First mark, as in Class II. Poetry will be selected. Second mark: To show Copybooks L, M, and N, consecutively written, as per instructions below.

Class V.—One mark only. To show the Copybooks O that have been regularly written in during the school year.

Copybooks.

1. These must be *bonâ fide* those used in the school.

2. No lesson must be written in them except as shown on the time-table, nor must any lessons shown on the timetable be omitted. Books written up for the examination will not be accepted.

3. The date is to be written *by the pupil*, at the *close* of the lesson, below and a little to the right of the last line. (It is not necessary to date pages at the top.)

4. Special care must be taken that all upstrokes in traced line are properly covered. Some children omit these altogether.

5. Note the proper place for beginning a letter,

6. Teachers are not required to initial each page.
7. Teachers should mark errors in the formation of letters with coloured ink or pencil, and the pupil will then correct his mistakes in the column set apart for that purpose.
8. In judging the books, the Inspectors will pay very particular attention to the use made of this correction column.
9. Teachers will observe that the mark for the copybooks is supposed to show that the *teacher* has given regular and satisfactory instruction. The transcription shows the *results* of the teaching.
10. It is to be noted that each child who attends 140 days during the school year will be expected to show at least one set of books completed.
11. It is suggested that in gross cases of individual irregularity of attendance, the number of days should be stated on the outside of the Dictation, Copy, and Drawing books.
12. Except in special cases, children should not be put back to a lower book than the last one written.

Language.

Junior Division and Class I.—There will be no individual examination in these classes, but the Inspector will test the ability of the children to answer in complete sentences, and carry on a conversation.

Classes II. to V.—The oral examination in these classes will be collective, and questions will be of the following patterns:—

1. *Grammatical* questions on the child's composition, or other suitable easy sentences. The questions will be based on the special course laid down for the class.
2. Making sentences with given words or given parts of speech.
3. Conversation on a picture, a subject of daily life, or a story told to the class.
4. Conversation on a piece of poetry already familiar to the class. This will include telling the story orally, explaining the sense of a passage, or of particular words.

Written.—A story will be told to Classes II., III., and IV. Three questions will be written on the blackboard for Class II. to answer on slates, in complete sentences, with the requisite capitals and stops. Class III. will reproduce the story on paper without the aid of questions. Class IV. will do similarly on paper and in the form of a letter if requested by the Inspector. Class V. will write on paper a short essay upon a familiar subject. *Special attention should be given to the use of proper stops and marks —quotation marks especially.* This is the weak point everywhere, and is shown particularly in the compositions that children send to the *Children's Hour.*

It is recommended that compositions be written in books by Classes III., IV., V., and the books preserved until after the examination.

Arithmetic.

Junior Division.—Two oral questions will be asked, and one mark given for each correct answer. The course is fully treated in Teacher's Manual, Part I.

Classes I., II., and III.—Mental: Two questions will be asked, and half a mark will be allotted to each. Slate: Four sums will be set, and a mark will be given for each one right; but the maximum of the class will be counted as if only *three* sums were set. Should the total marks gained by the class exceed this maximum, the number in excess will be deducted from the total of the class. Teacher's Manual, Part I., contains the course for Class I., Part II. for Class II., and Part IV. for Class III. These manuals will be considerably used in the examination, and the mental work for Class IV. will be partly based on Part IV. Teachers are strongly recommended to use the various "Exercises in Arithmetic" in school. The increased practice obtained by working the examples will be found highly beneficial.

Classes IV. and V.—Mental: Two questions will be asked, and one mark given for each correct answer. Slate: The Inspector may require these

classes to work their sums on paper. Five sums will be set, and one mark will be given for each sum correctly worked; but in calculating the percentage the maximum will be taken as *four* only. Should the total marks obtained by the class exceed this maximum, the number in excess will be deducted from the total of the class.

The marks for mental arithmetic are awarded individually, but in view of the difficulty to children of a rapid oral examination, the questions will be addressed to groups of about eight children (unless the class is too small to admit of that number), and the answer will be taken from those who hold out their hands. If no correct answer is given the Inspector will make a nought against as many of the group as he thinks fair, having regard to the comparative difficulty of the questions.

NOTE.—The time allowed for slate arithmetic at the annual examination will be as follows:—Class II., 20 min.; Class III., 30 min.; Class IV., 45 min.; Class V., 60 min.

Poetry and Recitation.

Attention is called to the fact that under the regulations the Adelaide Poetry Books are to be used in future in all classes.

The Junior Division will be expected to say their pieces together, and the First Class also if the Inspector desires it. An individual as well as a collective examination will be taken in all other classes. When an individual examination is resorted to, not less than one-tenth of the class will be tested, and the children to recite will be selected alternately by the Inspector and the teacher.

To save labour, teachers of schools with an average attendance below 100 are recommended to group the classes for poetry, so that the same pieces may be learnt by (*a*) Juniors, I. and II.; (*b*) by III. and IV. (The Second Class may be grouped with Third and Fourth if more convenient.)

Half-marks will be given for accuracy, half for proper expression; or, when the piece admits of good questioning on the subject matter, one-third for accuracy, one-third for expression, and one-third for comprehension.

Geography.

The examination will be collective in all classes.

Large classes will be divided into drafts of about thirty children.

History.

The same plan will be followed as in geography, and the history chart will be used. Classes II. and III. will be examined on the text books mentioned below, and Classes IV. and V. will be examined as per the list printed immediately after these instructions.

The following arrangements have now come into force:—In large schools, where Classes II. and III. are taught separately, the former will be examined on the stories contained in Book I. of Longman's "Ship" Historical Readers, and the latter class in Book II. of the same series. In small schools where these classes are taught together Books I. and II. will be taken in alternate years.

Special and Moral Lessons.

Properly arranged *courses* of manual or science lessons are now required, as well as moral lessons. *Word* lessons will secure no marks. The children are expected to work or experiment. The Inspector may call for the notes of any or all of these lessons.

See also official notice on "Temperance Teaching," in *Gazette* for October, 1893, and Regulation 197, published in *Gazette* for January, 1894.

Under this revised Regulation 197, one-half the marks allotted to these subjects in an examination will be obtainable by complying with Regulations 162 and 179 for Juniors and Classes I. and II. The other half can be gained by giving systematic courses of lessons in certain subjects specified in revised Regulation 197. In order to remove doubts that may possibly exist, the following points should be noted:—

1. Such systematic courses must be given to Classes III., IV., and V., both boys and girls. The whole class is to receive the training, and not a

few individuals only. One lesson per week in addition to the ordinary needlework will suffice for girls.

2. One course need not occupy twelve months ; but when it is finished another must be begun.

3. Different subjects may be taken in different classes, and if necessary, boys and girls may have different courses.

4. The subject of agriculture is considered to be something more than ordinary gardening, or ordinary wheat-sowing. It should consist mainly of experimental work, with the systematic keeping of records and the tabulation of results.

5. Pending the issue of a revised regulation, the Inspectors will acept proper systematic courses of instruction in any of the following :—Practical agriculture, wood-work, metal-work, clay-modelling, plaster work, cardboard-work, book-binding, brush making, basket-work, straw-plaiting, netting, and (for girls only) cooking and fancy needlework.

Needlework.

Junior Division.—No mark : Fold a hem on paper and thread a needle.

Class I.—One mark : In the presence of the Inspector to turn down and hem. Two colours of cotton to be used, and the joining of threads to be shown.

Classes II., III., IV., and V.—One mark for the garment, *which must have been entirely fixed by the child, and have been done only in school hours ; it must also contain, used only in their proper places, all the stitches specified for the class.* Dolls' clothes will not be accepted ; the special object in the course of needlework is to teach children to make clothes for themselves.

The second mark will be given for a specimen done *without the least aid* in the presence of the Inspector.

Every portion of the standard in each class will be tested (if the class is not too small) by giving different work to each child. All work for this mark is to be done in *distinctly coloured* cotton or silk. Webbing with holes to be darned should be at hand.

Some misapprehension having arisen, it is specially to be noted that Class II. and upwards are required by the regulations to be taught how to do both forms of seams, viz., top-sewing and felling, and running and felling.

The Inspector will fix the time for each exercise he gives.

Instructions as to the size of specimens to be prepared for the test examinations in each class will be found below.

Drill.

Full marks cannot be awarded unless *each* class is taught the *whole* of the drill prescribed in the standards. The standards are printed below.

No marks at all will be awarded unless an honest effort has been made to teach the course prescribed.

Drawing.

As with dictation and transcription books and Copybooks, all the books used during the school year are to be shown, and no lessons shown on the timetable may be omitted. Drawings done before the Inspector must not be smaller than those to be done in the books.

When a special book is mentioned the copies from it may in all cases be drawn in the corresponding blank book ; thus, B answers to I.B, G to III.A, etc.

It is of course understood that children may finish books now in use before beginning such as are here specified for the first time.

JUNIOR DIVISION.—One mark : To draw on their ruled slates one or more copies taken from the Adelaide Kindergarten Copies.

The use of Kindergarten Copies for the children to drawn in is strongly recommended, especially for those who remain a second year in the class. The book "Our Zoo" may be substituted.

Class I.—First mark : To draw on suitably ruled paper in the presence of the Inspector one or more copies from Adelaide Kindergarten Copies,

and I.B or II.B. Kindergarten copies to be drawn on dotted paper, as at right hand side of Drawing Book A. Second mark: To show books (each lesson dated) of Adelaide Drawing Book A, filled with drawings (ruled and freehand) from Kindergarten Copies and either I.B and II.B (all freehand). "Our Zoo" may also be used.

Class II.—First mark: To draw, in the presence of the Inspector, freehand, on *plain* paper (4½in. square), a copy from Book II.A, and on a page of the drawing book a copy from Book II.B, and a copy from Book II.C. The Inspector will decide which children shall do II.A, or II.B, or II.C. Second mark: To show Drawing Books II.A, II.B., and II.C., all freehand. Every lesson to be dated.

Class III.—First mark: To draw, in the presence of the Inspector, freehand, on *plain* paper (4½in. square), a copy from Book III.A, or (on a page of the book or paper of same size) a copy from III.B, at the option of the Inspector. Second mark: To show Drawing Books III.A and III.B. Every lesson to be dated.

Class IV.—To draw, in the presence of the Inspector, freehand, on *plain* paper, a copy from either Book IV.A or IV.B, at the option of the Inspector. The paper for IV.A copy must be not less than 5½in. by 4¼in., and for IV.B not less than 7in. square. All drawings are to be tinted, unless the Inspector directs otherwise. Second mark: To show books of—(1) Drawing Book O (scale); (2) Drawing Books IV.A and IV.B. Both these latter books must be tinted. The following mixtures of tints are suitable for Drawing Book IV.A:—Each drawing should be tinted in two or more washes of the same colour, as a monochrome; 1 and 12, lake and chrome; (salmon pink); 2 and 6, Prussian blue and burnt sienna (leave the flower white); 3, 14, 15, burnt sienna, black, and chrome; 4, 8, 16, lake and black; 5, 7, 9, 10, Prussian blue and black; 11, 13, burnt sienna and black (in 13 leave the petals white). These tints are given as suggestions, and are optional. Other tints may be introduced according to the choice of the teacher. These tints will be found suitable also for Book IV.B.

Class V.—First mark: To draw, in the presence of the Inspector, freehand, on *plain* paper (6½in. square), a copy from Drawing Book No. 8, and to tint it. Second mark: Drawing Books No. 8, tinted, and V.B, shaded or tinted. Every *lesson* dated. Third mark: Adelaide Drawing Book L. with scale drawings from actual objects, and geometrical drawing. The geometrical part of the work will not be required until further instructions are given. Girls may substitute for scale drawings pattern drawings of garments actually measured before the class. As before, each *lesson* to be dated by the pupil.

In Classes IV. and V. it is required that an average of one lesson in four be devoted to *scale* drawing.

Singing.

Full marks for this subject can only be obtained by correct and tasteful singing in parts, and thorough teaching in the tonic sol-fa method. The meaning and use of the signs must be understood. The children should also be able to sing voluntaries from the modulator and hand signs; to sing on one tone easy time exercises, and to recognise all the tones of the scale by ear.

Singing by ear in one part will only entitle to 40 per cent. of the maximum allowance; singing by ear in two parts to 60 per cent.

The standard for each class will be found printed below; and it will follow that in course of time fewer marks will be awarded for singing by ear.

Promotions.

The right of bringing special considerations to bear in the matter of promotions is freely conceded to teachers, who are requested to be with the Inspector while he is attending to this matter. Of course, it is understood that the teacher has not a right to veto. As a general rule, no children under seven years of age are expected to be promoted from the Junior Division by the Inspector unless the child has been in attendanc at school for more than one year; and no child over eight will be allowed

to remain in the Junior Division unless special reason can be given in writing.

COURSE OF INSTRUCTION IN ENGLISH HISTORY.

Classes IV. and V. will be examined on the following subjects, a portion being taken each year: For 1898, House of Tudor, Stuart Period, and House of Hanover; for 1899, from the Roman Invasion to the end of the House of Tudor. Lists of battles are not required, nor are genealogical tables. The only dates expected are indicated in the programme below.

Early Periods.

Roman Invasion (B.C. 55).
Manners and Customs of Ancient Britons. The Druids.
Saxon Invasion (coming of the English).
Introduction of Christianity.
Alfred the Great (A.D. 871) and the Danish Invasion.
Supremacy of the Danes.
Harold's Oath.

Norman Kings.

Norman Conquest (A.D. 1066).
Brief account of Feudal System, Curfew Bell, Doomsday Book
Stephen and Matilda.

Plantagenet Kings.

Henry II. and his French Dominions.
Thomas Becket.
Richard I. and Crusades.
Richard's Captivity.
Prince Arthur's Death.
King John and the Barons.
The Great Charter (A.D. 1215).
Simon de Montfort and the First Parliament.
The First Prince of Wales.
William Wallace.
Robert Bruce and Battle of Bannockburn (A.D. 1314)
Edward III. and the Invasion of France.
The Black Prince.
The Citizens of Calais.

House of Lancaster.

Prince Henry and Judge Gascoigne.
Battle of Agincourt (A.D. 1415).
Story of Joan of Arc.
Origin of the Wars of the Roses.

House of York.

Battle of Bosworth Field (A.D. 1485).
Life of the People in the Middle Ages.

House of Tudor.

Story of the Impostors.
Discovery of America (A.D. 1492).
Henry VIII.'s Quarrel with the Pope.
Divorce of Catherine of Arragon.
Cardinal Wolsey.
The Reformation. (Teachers are requested in dealing with this period to treat the subject exactly as in "Gardiner's Outlines.")
Edward VI.
Queen Mary and the Spanish Marriage.
Mary Queen of Scots.
The Reign of Queen Elizabeth, and Armada (A.D. 1588).

Stuart Period.

Story of Gunpowder Plot.
The Long Parliament and the Civil War.
Cavaliers and Roundheads.
Death of Charles I. (A.D. 1649).
Oliver Cromwell.
War with the Dutch, and Capture of Jamaica.
The Restoration (A.D. 1660).
The Great Plague and Great Fire (A.D. 1666).
The Revolution of 1688.
The Capture of Gibraltar.
Duke of Marlborough and Battle of Blenheim (A.D. 1704).
Life of the People.

House of Hanover.

The Rebellion of 1715.
The Rebellion of 1745.
The Black Hole of Calcutta.
Robert Clive and the Battle of Plassey (A.D. 1757).
General Wolfe and the Capture of Quebec.
War of American Independence.
Declaration of Independence (A.D. 1776).
French Revolution (A.D. 1789).
War with Napoleon.
Battle of the Nile.
Trafalgar and the Death of Nelson (A.D. 1805).
Sir John Moore.
The Retreat from Moscow.
The Battle of Waterloo (A.D. 1815).
Napoleon at St. Helena.
Wilberforce and the Abolition of Slavery.
The People's Charter.
Exhibition of 1851.
The Crimean War (A.D. 1854).
The Indian Mutiny (A.D. 1857).

COURSE OF INSTRUCTION IN DRILL.

THE DEPARTMENT'S DRILL BOOK.

Schools of Classes X., XI., XII., and Provisional Schools.

Junior Division, Boys and Girls.—Part I.: Sec. 2, formation of squad; sec. 3, position of attention; sec. 4, standing at ease, 1 and 2; sec. 5, dressing with intervals; sec. 6, turnings by numbers (right, left, and about); sec. 7, saluting to the front and the side; sec. 8, extension motions, practices 1 and 2; sec. 11, position in marching; sec. 13, the quick march; sec. 14, the halt; sec. 17, marking time; sec. 30. marching in file; sec. 31 wheeling in file.

Part III.: Sec. 1, arm stretching; sec. 2, arm swinging.

Class I., *Boys and Girls.*—All the movements prescribed for the Junior Division, and in addition—Part I.: Sec. 6, half-turns; sec. 8, extension motions, practice III.

Part III.: Sec. 3, foot raising; sec. 4, leg stretching; sec. 5, leg swinging (boys only); sec. 6, knee bending (boys only).

Classes II., III., IV., *Boys and Girls.*—All the movements prescribed for Junior Division and Class I., and in addition—Part I.: Sec. 12, balance step; sec. 19, changing step; sec. 25, turnings, judging the time; sec. 45, dismissing a squad.

Part III.: Sec. 7, lunging (boys only); sec. 8, trunk twisting; sec. 9 trunk bending; sec. 10, trunk twisting and bending combined.

Schools of Classes VIII. and IX.

Junior Division and Class I., Boys and Girls.—Same course as prescribed for these classes in schools of Class X., and lower.

Classes II., III., IV., Boys and Girls.—All the movements prescribed for schools of Class X. and lower, and in addition the following:—Part I.: sec. 15, stepping out; sec. 16, stepping short; sec. 18, stepping back; sec. 20, double march (boys only); sec. 21, the side step; sec. 22, turning when on the march; sec. 23, forming squad in single rank; sec. 24, dressing; sec. 26, marching; sec. 33, the side step.

Part III.: The whole, as previously detailed.

Schools of Classes VII. and upwards.

Junior Division and Class I., Boys and Girls.—Same course as prescribed for these classes in schools of Class X. and lower.

Class II., Boys and Girls.—Same course as prescribed for Class II. in schools of Classes VIII. and IX.

Classes III., IV., V., Boys.—The whole of Part I., the whole of Part III., and, in schools where rifles are supplied, the manual and firing exercises and the movements of Part I. done with rifles.

Note.—Part IV. may be used with advantage for boys.

Girls.—The whole of Part IV. (pole drill), the whole of Part I., *with the exception of* secs. 27 and 40, the diagonal march; secs. 28 and 41, changing front; secs. 29 and 41, changing direction; sec. 32, forming squad on the march; sec. 38, taking open order; sec. 42, formation of fours; sec. 43, fours, wheeling and forming squad; sec. 44, breaking off files.

COURSE OF INSTRUCTION IN SINGING.

Infant and Junior Divisions.

1. To sing from the Examiner's or Teacher's pointing on the modulator the tones **d, m, s,** and their replicates in any easy order.

2. To know the manual signs for **d, m, s,** and to be trained to sing from them.

3. To sing sweetly, without harshness or straining, easy school and action songs. At least three songs to be prepared.

First Class.

1. To sing from the Examiner's or Teacher's pointing on the modulator in any key, the key, tone, and chord being given, the tones of the *doh* chord in any order, and the other tones of the scale in stepwise succession.

Examples—

Key C or D—

(1.) **d s m d m r d s l t d' d' s s f m r d**

Key F or G—

(2.) **d m d s_1 l_1 t_1 d m s f m r d t_1 d m s s_1 d**

2. To know the manual signs for all the tones of the scale, and to practise voluntaries from the same. To be instructed in the mental effects of the tones (the firm tone *doh*, the grand tone *soh*, the calm, sweet *me*, &c.).

3. To be able to sing time tests in either two or four pulse measure, including one-pulse tones *taa* and continued pulses (*aa*). These exercises are to be sung on one tone to *laa*, but may be *taa-taid* first.

Example—

| l : l | l : — | l : — | l : l | l : — | — : l ||

4. To imitate a simple phrase of four tones, using the syllable *laa*, after hearing it played or sung twice.

Examples—

d m r d   m s f m   s d^1 t d^1

5. To sing in unison in good time and tune, and sweetly, a school song. At least five tunes to be learnt.

Second Class.

1. To sol-fa from the examiner's or teacher's pointing on the modulator simple passages on the central scale only.
2. To do similar exercises from the manual signs.
3. To be able to describe the mental effects of the seven tones of the scale.
4. To be able to sol-fa at sight simple passages containing the strong tones (**d m** s), and the other tones in step-wise succession.

Examples—

Key C or D—

(1.) **d d m r d m s l s f m s l s l t d^1**

Key F or G—

(2.) **s m s d r m f m d t_1 l_1 s_1 d m s f m r d**

5. To sing on one syallable to *laa* an exercise in two-pulse or four-pulse measure. containing one-pulse notes (*taa*), continued pulses (*aa*), half-pulse notes (*taa*, *tai*), and whole pulse rests (*saa*), on the weak pulses of the measure.

Examples—

(1.) | 1 : 1 | 1 : — | 1 : 1 1 | 1 : — | 1 . 1 : 1 . 1 | 1 : ||

(2.) | 1 : | 1 : 1.1 | 1 : — | 1.1 : 1.1 | 1 : — | 1 : — ||

6. To know the above time-names, and the manual signs for the same and to sing exercises from the latter.
7. To imitate simple phrases sung or played by the examiner, after hearing the strong tones.

Examples :—

m s f m   r m f m   l t d^1 t

8. To name which tone is **d**, **m**, or **s** in an exercise like the following :— **d m s d^1, d m s d, s m s d, d^1 s m d^1.**
9. To sing expressively and in good time and tune, and with pure unforced tone, a school song in one or two parts, or a round. At least five of these to be learnt.

Third Class.

1. Modulator test : Same as for Second Class, with the addition of *fe* and *ta* in step-wise succession used thus—

s fe s d^1 ta l

2. Manual sign tune test : Same as for Second Class.
3. Sight singing test : Same as for Second Class.
4. Mental effect of tones - Same as for Second Class.
5. Time test : Same as for Second Class, with the addition of the continued half-pulse (*aa ai*) and its manual sign, and easy exercises in three-pulse measure.

Examples :—

(1.) | 1 : -. 1 | 1 : 1 | 1 : 1 | 1 : — | 1 : -. 1 | 1 : 1 | 1 : 1 | 1 : — ||

(2.) | 1 : -. 1 | 1 : -. 1 | 1.1:1.1 | 1.1:1.1 | 1 : — | — : ||

6. Ear test : To be able to name, after the strong tones have been sung, three tones in step-wise succession, sung by the examiner or teacher.

Examples :—

m r d   l t d^1 f m r   s l t

7. Song test: To sing in good time and tune, with appropriate expression and sweetly, without straining or harshness, a school song, in unison or two parts. Rounds should also be practised. At least five pieces should be learnt and remembered.

Fourth and Fifth Classes.

1. Modulator test: To sing from the Examiner's or Teacher's pointing on the modulator ordinary passages in the central scale with easy transitions (on the letter method) to the first sharp and first flat keys.

2. Manual signs for tones as for the Third Class and manual signs for the easier times named, *e.g.*, *taa, aa, saa, taa-tai, aa-tai, tafatefe, tatefe, tafatai, taafe.*

3. Sight singing: To sing at sight to *laa*, after sol-faing not more than three times an exercise of equal difficulty to an ordinary hymn tune, containing neither changes of key nor any note less than a full pulse.

4. Mental effects of the seven tones and of **fe, ta,** and **se.**

5. Time tests: The same as for the Third Class with the addition of quarter-pulse forms **(ta fa te fe, ta fa tai, taa te fe, taa fe).**

6. Ear test: Same as for Third Class.

7. Song test: To be able to sing with expression, in pure voice, and in correct time and tune, school songs, part songs, and glees in three parts, and rounds in three or more parts.

8. To know the meaning of the ordinary musical terms (*piano, forte, mezzo, allegro, moderato,* &c.).

9. It is suggested that during the latter part of the year these upper classes be shown the relationship between the staff notation and tonic sol-fa, and be shown how to interpret the former by the latter.

The singing by the tonic sol-fa method in the city and suburban schools, and in very many of our country schools, is very satisfactory, but as the method is scarcely used outside of our schools, it is most important that the old notation should be understood by the upper scholars, and that they should be able to graft their tonic sol-fa knowledge upon the commonly used staff before they join musical societies or choirs. Almost without exception the old notation as used for singing or instruments is taught on the fixed *Doh* or letter method (A B C D E F), and all our tonic sol-fa training is ignored by professional musicians.

If the children have been properly grounded in tonic sol-fa they can be taught the staff and sing easy tunes from it with facility in any key.

NEEDLEWORK.

The following are the minimum sizes of specimens to be prepared for the test examinations in each class:—

Class I.—Hemming showing joining of threads.

Specimen: Six inches way of the calico by 2in. selvedge way.

Class II.—(*a*) Running and felling, one-half class; (*b*) oversewing and felling, one-half class.

Specimens: Five inches selvedge way of calico by 2in.; (*a*) show joining of threads in hemming; (*b*) show joining of threads in oversewing.

Class III.—(*a*) Gathering and stroking with about 1in. of stitching at side.

Specimens: Five inches way of calico by 3in. selvedge way.

(Note.—Gathering must be the way of the calico and should be about ¼in. from edge). (*b*) Darning.—A piece of cheesecloth 3in. square. (Note.—Darns to be crossed). (*c*) Running and felling; (*d*) Oversewing and felling. Specimens: See Class II.

Specimens may be prepared in the following proportion:—(*a*) Three-eighths of class; (*b*) three-eighths of class; (*c*) one-eighth; and (*d*) one-eighth.

Class IV.—(*a*) Gathering, stroking, setting on band.

Specimens: Seven inches way of calico by 4in. selvedge way. A narrow

hem should be tacked selvedge way; band 3½in. square; selvedge way of band to be set on gathers, and ends of band to be seamed. (*b*) Darning—Piece of webbing 3in. square; hole to be cut before darn is begun; (*c*) buttonhole, button, and tape.

Specimens: Six inches way of calico by 3in. selvedge way. To be evenly folded and tacked round the edge. Buttonholes to be cut selvedge way. An equal number to do (*a*), (*b*), and (*c*).

Class V.—(*a*) Gathering, stroking, setting on band, and making buttonhole on band.

Specimen: See Class IV. (*a*). (*b*) Darning—See Class IV. (*b*); socks or stockings preferred to webbing in this class; (*c*) Calico patch.

Specimen: Five inches square; patch, 3in. square; selvedge way to be fixed parallel to selvedge way.

(*d*) Flannel patch—As for calico patch. An equal number to do (*a*) (*b*) (*c*) and (*d*).

Note.—Any children may be called upon to do coral or feather stitching in Class V.

APPENDIX C.

THE TRAINING COLLEGE OF THE UNIVERSITY OF ADELAIDE.*

In 1898 the University of Adelaide made an offer to the Government to take over the whole training of the teachers in the colony free of cost to the State. A modified form of the scheme proposed by the University is now in operation.

The original scheme was simply this. The University, having first received a large bequest, and being, therefore, according to the statutes made at its foundation, about to enter upon the annual receipt of a Government subsidy calculated at 5 per cent. on the new bequest, was anxious to apply its new opportunities in the way most favourable to the State. The facilities for the training of teachers at that time were meagre compared to those existing in England or on the Continent. The pupil-teachers after their four years' engagement as such spent one year in the Training College in Adelaide; but half of that year was spent in teaching in an attached school of which they practically formed part of the necessary staff. The University offered to give them two years' instruction at the University, without fees for lectures or examinations. The Government was to provide an annual grant (about £30) to each student for maintenance. The University would also give or provide all the necessary instruction in drawing, singing, agriculture, etc., etc., that might be asked for by the Government.

This scheme was not accepted as it stood, but the Government put forward a modification, which the University has adopted in place of its own.

Under this scheme the training of the teachers is divided into three periods of two years' each.

In the first period of two years the pupil-teacher, set apart as such, and having entered into an agreement with the Government, is sent to a pupil-teachers' school in Adelaide. The young teacher does no teaching during this period, but is simply a student.

The students will test themselves in each of the two years by the University local examinations; but it is not intended that the passing of these should be compulsory, at any rate for the present, because the standard the students can attain is not likely to be for a time very high. As the scheme grows in its effect on the staff of the Education Department, it is expected that the standard of the children at the school will rise, partly because the teachers will be stronger, partly because the educational opportunities will induce a better class of children to offer themselves as pupil-teachers.

During the second two years, the students having left the pupil-teachers' school, enter upon a course of practical work in the State schools. Whilst they teach there they will be expected to attend one or two of the University classes and keep themselves from forgetting what they have learnt. Their whole time will not be spent in teaching, but some leisure is to be allowed them for private work.

The third period of two years is to be spent at the University. During term time they are to have no teaching at all to do. During the University long vacation the Department intend to give them practice in some of the schools, using them to some extent no doubt to relieve the regular staff.

The University charges no fees for lectures or examinations to the students throughout the six years' course; this applies to laboratory work as well as to lectures. Also teachers already at work in the schools (in fact, all teachers in the Department) are to have the same privilege, provided

* *(This Appendix is based on information kindly forwarded by Mr. C. L. Whitham in March, 1900.)*

their request for exemption is passed by the "Board of Education,"* and provided there is room in the laboratories.

All maintenance is provided by the Government. They also appoint an officer called the "Superintendent of Students in Training," who is expected to act as a tutor to the students, coaching them, and watching their studies. In fact, the students and their superintendent will be something like a college in the University. The Education Department will take his advice, no doubt, in allotting the students to the various schools after they have completed their course.

It is not expected, indeed it is practically impossible, that the student at the end of the six years' course should have attained a degree. He or she will, it is hoped, be a good way on towards doing so, so that the rest may be done in the course of time by private study or occasional attendance at lectures as chances offer. But the degree is not, of course, the object aimed at. The old difficulty was that teachers who came up from the State schools saw no one and met no one but one another during the year they were at the training college, and then went back to the schools. They had a narrow road, or rather a road from which little was to be seen. It is hoped that now they will greatly benefit by their two years' study, free from the trouble of teaching, and by their contact with the University staff. The University offers salaries averaging £600 to £800 a year to induce good men to come out from England; they ought to be such as it would greatly benefit the State school teacher to come into contact with. And if the University succeeds in widening the horizon of the State school teacher, in raising and strengthening his tone, she could not have set her hand to a nobler piece of work, or one more befitting her position as the centre of the intellectual life of the Colony.

The Government have backed up the University offer in the most generous way. Students used to have one year's training; six months of this practical, and six months of "liberal education." It was proposed to take them to the University, give them six months' practice as before, but one and a-half years' education. But the new scheme provides that for four out of the six years there shall be little or no practical work for the student.

Perhaps this is too much. In fact there are many points of the scheme which may need amendment—many opportunities of going wrong. But the temper of those who are to work it is such that as far as possible these opportunities of error will be avoided.

As a body the teachers in the Colony are enthusiastic over the scheme, even though they are themselves too old to profit by it. Many of them are making up their minds without a grumble to work doubly hard—and they are very hard worked already—so as to tide over the time when the supply of assistants will be shortened by the initiation of the scheme.

The facilities for the training of teachers which are acquired by the University through this co-operation with the Government will be employed also in the training of secondary school teachers. In their case there will be no remission of fees. The remission is offered to the primary school teachers because the University is indebted to the Government for a subsidy, which has just been largely increased. The Education Department has promised to give those of the students who are training to be teachers in secondary schools opportunities for practice and instruction in the State schools.

From the revised regulations here subjoined it will be seen that the old pupil-teacher system has been practically abolished:—

1.—*Conditions of Appointment.*

Candidates for pupil-teachership must comply with the following conditions:—

A. They must have been previously registered in the office;

* This is a committee advising the University Council on all matters relating to the training of teachers. It consists of the three chief Inspectors under the Education Department and some members appointed by the University Council.

B. They must have satisfied the district inspector as to their powe of controlling, and their aptitude for teaching;

C. They must pass the examination for entrance to the Pupil Teachers' School;

D. They must have reached the full age of 14 years before the first day of January of the year in which they enter the Pupil Teachers' School;

E. They must produce a medical certificate that they are of good health and physically fitted for the work of teaching, and such certificate most be on the authorised form.

After complying with these conditions they will be admitted to the Pupil Teachers' School on probation, and if after probation they shall be considered worthy of training, they shall enter into the agreement in the form specified, and be appointed pupil-teachers, and receive free instruction for two years.

Monitors, paid or unpaid, may be registered as candidates for pupil-teachership.

2.—*Classification.*

Pupil-teachers will be classified in four grades. Each pupil-teacher will, on appointment, be placed in the first (lowest) or second grade, according as the period of service is to be four years or three years. Promotion from a lower to a higher grade will be gained by good conduct and satisfactory work.

The appointments of pupil-teachers will date from the first of January. The full term of service as pupil-teacher will be four years; the first and second years being spent in the Pupil Teachers' School, and the third and fourth years in actual teaching in their own schools.

UNIVERSITY TRAINING COLLEGE.

The ordinary period of training will be two years, but students who show special promise may be allowed the opportunity of further study.

An allowance for maintenance will be paid during the period of training, at the rate of £30 per annum; but this allowance may be increased to £80 per annum in the case of married men, or to not more than £50 per annum if it shall be shown to the satisfaction of the Minister that it is necessary for an unmarried student to live away from home, or that family circumstances or the cost of travelling justify an increase in the allowance.

For purposes of Departmental discipline and control students will be, while in the Training College at Adelaide University, under the personal supervision of an officer of the Department who bears the title of "Superintendent of the University Training College Students."

Under the new scheme, young persons who have been tried, selected, and who have passed an entrance examination, will attend a Pupil Teachers' School, which has been established in the old Training College, for two years' instruction, without doing any teaching at all. During the third and fourth years of their apprenticeship they will return to their own schools for practical training in the art of teaching, prior to their entering into the University Training College.

To sum up, the scheme provides a period of training for the office of teacher extending over six years, in three stages of two years each. In the first two years the boys and girls who are selected will receive instruction in higher-primary and secondary education under the supervision of the Department. They will be required to take the public examinations of the University, and it is intended that there shall, as soon as possible, be a rule that no boy or girl shall pass out of this stage who has not passed the Senior Public Examination. The second two years are spent in teaching, facilities being also offered for attendance at the University. It is hoped that during these years the students will have done the equivalent of one year's work at the University, qualifying for a degree in Arts or Science. The third two years are entirely devoted to study at the University, and at the end of this period the students are expected to take a degree. No fees of any kind—for lectures; laboratory work, examinations, or degrees—will be charged by the University

Special attention was officially called to the following points by the University:—

1. *Degrees in Education.*—This does not mean that a new form of degree is to be instituted, but that the principles and history of education shall be added to the University curriculum, and a diploma in education established Such a diploma would be granted to those who (*a*) have taken a degree in Arts or Science, (*b*) have passed an examination in the principles and practice of education, and (*c*) have spent a specified period under adequate supervision and instruction in a recognised school. When a wider variety of studies and a greater option have been made available for students in Arts by an extension of the curriculum, the subject of education will in all probability be included.

2. *In the second period of two years* (viz., when the youths are pupil-teachers) they should not be required to teach all day and then asked to come to the University in the evening, as they would thus have little time for study, even if they had the energy. It was therefore arranged that they might get away in the day-time, and be relieved from work in school to the extent of, say, six hours a week.

3. *The third two years* of the course being optional, a marked distinction must be drawn in the classification of teachers between those who pursue their studies during these years and those who decline to do so. Such classification would, of course, affect no one who has been in the service of the Department before the institution of this scheme.

The effect of the whole scheme will be, according to one of the best authorities, to bring the full educational resources of the Colony within the reach of every child through the teachers of the State schools. In the not distant future it will prove itself to have been one of the most momentous measures ever taken for the advancement of education in Australia.

APPENDIX D.

COST OF EDUCATION IN SOUTH AUSTRALIA.—1898-9.

(Extract from a Return to Order of House of Assembly, Sept. 13, 1899.)

Total cost during the year ending June 30th, 1899 :—

(*a*) Primary - - - - - - -	£144,111 13 9
Secondary - - - - - -	2,886 9 8
	£146,998 3 5

(Exclusive of all expenditure on buildings, improvements, repairs, etc.)

(*b*.) Interest computed on amount spent on buildings, improvements, land, etc. - - - - - - - -	£23,101 2 10
(*c*.) Amount paid in fees and other sources of income :	
Fees, sale of books, rent, schoolhouses, and sundries -	£5,412 10 6
Rent of land - - - - -	6,470 17 4
	£11,883 7 10
(*d*.) Amount paid for school books, etc.-	£4,542 1 5
Revenue received for goods sold -	3,663 12 0
Apparent loss - -	£878 9 5

(*Note.*—There is no real loss on school books in any year. The difference is represented by a larger stock of paper and other material on hand.)

(*e*.) Amount spent on buildings and charged as repairs and additions to public buildings - - - -	£5,031 10 6

(*f*.) Cost per child educated, and also per child in average attendance since 1888—

	Cost per child educated.	Cost per child in average attendance.
1888 - -	£2 10 3	- - £4 0 3
1889 - -	2 12 0¼	- - 4 2 2
1890 - -	2 11 10	- - 4 4 3
1891 - -	2 10 8¾	- 4 0 2
1892 - -	2 7 1	- - 3 11 1
1893 - -	2 5 3	- - 3 14 10
1894 - -	2 3 0¼	- - 3 5 2¾
1895 - -	2 3 7¼	- - 3 5 5
1896 - -	2 3 10	- - 3 4 11
1897 - -	2 4 4¾	- - 3 4 10¼
1898 - -	2 4 6¾	- - 3 10 0¼

Cost per child educated during 1898 in all schools with an average attendance of 200 and upwards throughout the Colony, £2 2*s.* 2*d.*

Cost per child educated during 1898 in all schools below 200, £3 18*s.* 10¾*d.*

In the city schools only the cost per child in average attendance is £2 3*s.* 9*d.*, excluding Grote Street, where the circumstances are special.

In country schools of the smallest size the cost is £5 or £6 per child.

From revenue, £152,029 13*s.* 11*d.* From loan, £12,000 15*s.* 10*d.*

THE SYSTEM OF EDUCATION IN WESTERN AUSTRALIA.

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THE SYSTEM OF EDUCATION IN WESTERN AUSTRALIA.*

I.—A Report on the Present Condition of Education.

Administration.

The administration of education in Western Australia at the present time is in the hands of a Minister (a member of the Cabinet and responsible to Parliament). The Education Department under his control has its central offices in Perth. The permanent head of the Department is the Inspector-General of Schools. The Minister has sole control of educational funds as set apart by Parliament, and school sites and property are vested in him. He is obliged to lay before Parliament a report annually and estimates of the expenditure for the coming year. The Minister has in his hands the decision as to the establishment of schools in accordance with regulations approved in Executive Council. He has complete control over the schools, and the appointment and dismissal of teachers rests in his hands, subject to the confirmation of the Executive Council.

There are elected District Boards in most parts of the colony, each consisting of five persons, holding office for three years, and elected on a limited franchise of householders occupying a dwelling-house of the declared annual value of £10 sterling, or parents or guardians of children attending Government schools within the district. The duties of the District Boards are vigilantly to inspect and supervise all Government schools within their district, and in all matters connected with such schools to communicate with the Minister. They are allowed to delegate their powers, subject to the approval of the Minister of the person appointed. They are expected to visit the schools in their charge, and to aid the teachers in the general conduct of them, without interfering with the carrying out of the curriculum as laid down by the regulations. The following have been constituted districts within the meaning of the Act and District Boards elected:—

Beverley	Katanning	Roebourne
Blackwood	Kojonup	Sharks Bay
Broomehill	Melbourne	South Perth
Fremantle	Mourambine	Swan
Gascoyne	Murray	Toodyay
Geraldton	Narrogin	Vasse
Gingin	Northam	Wellington
Greenough	Northampton	Wagin
Irwin	North Fremantle	West Perth
Jarrahdale	Perth	Williams
Karridale	Plantagenet	York

* This Report in its original form was completed by Mr. Cyril Jackson, Inspector-General of Schools, in October 1898. Since that time important changes have taken place in the Educational System of the Colony, detailed information concerning which has been kindly forwarded by Mr. Jackson. The main features of these changes have been embodied in the following Report, either in the form of Appendices or in the body of the Report itself.

In addition to this there are certain parts of the colony, *e.g.*, on the Goldfields, where, owing to the fluctuating nature of the population, the Governor has not proclaimed educational districts, but where representatives to correspond with the Department and to act as committees of managers are appointed by the Governor in Council.

Classes of Schools.

Elementary Day Schools are divided in the regulations into State Schools, Provisional Schools, Half Time Schools, House-to-House, and Special Schools. A State School may be established in any locality where an average attendance of twenty children between the ages of six and fourteen can be guaranteed.

Provisional Schools are established where an average of twenty cannot be guaranteed, but there are twenty children of such age within a radius of three miles. Grants in aid to Provisional Schools are made at the rate of £5 per head on average attendance, and the settlers or promoters of such school have to defray the cost of building or renting suitable premises, as they have also to do in the case of Half Time Schools and House-to-House Schools. Schools of the latter class may be established where there are less than twenty, and the grant then, if given, is only £4 per annum for each pupil in average daily attendance, the settlers or promoters being expected to supplement the grant so that the teacher receives not less than £60 per annum salary. One House-to-House School has been established under these regulations in a district where a Provisional School could not be maintained. The settlers as a rule seem unwilling to incur the liability for making up the teacher's salary.

The teacher of two Half Time Schools has generally three days in the week in one and two in the other, and in the alternate weeks the relative number of days are usually exchanged. In one case alternate weeks are taken. At the close of the year 1899 there were fourteen Half Time Schools in operation in the colony, each under a male teacher.

Special schools are only so called for purposes of salary. They are established in places at a great distance from Perth, where regular visits from the inspector cannot be given—on the Goldfields, in the north-west of the colony, or in other places. The teachers must be classified, and may be paid at a higher rate than the scale fixed.

At the close of the year 1899 there were 125 State Schools, 14 Half Time Schools, 56 Provisional Schools, 6 Special Schools and 4 Schools in sparsely populated districts. At the end of 1898 no schools were tabulated as schools in sparsely populated districts but during the year 1899 four schools were re-opened and classed under this heading.

The buildings for Government Schools are paid for out of a special vote on the Works Department's and Education Department's Estimates, except where under regulations settlers are obliged to provide buildings for Provisional, Half Time, and House-to-House Schools.

Standard plans for schools of various sizes have now been agreed upon, and building rules have been drawn up by the Works Department, and agreed to by the Education Department.

The number of children in the Government Schools for the quarter ended December 31st 1898, was as follows:— Attendance.

Enrolment	Boys, 8,606; Girls, 7,427	16,033
Average attendance		12,658
Average enrolment		16,039

(*See also Supplementary Notes* (iii.).)

The appointment of teachers is made by the Minister on the recommendation of the Inspector-General. Their classification depends upon the certificates obtained in other colonies or countries, or in Western Australia by examination, and on skill in practical school management. The latter is decided in the first instance, before appointment, by the teacher taking two classes before an inspector. All appointments are provisional and temporary, subject to revision or to further inspectors' reports. There are three classes of teachers—"A," divided into three grades ("A1," "A2," and "A3"); "B," divided into two grades ("B1" and "B2"); and "C," divided into two grades ("C1" and "C2"). Teachers may be licensed to teach without classification. The scale of payments to head teachers varies from £90 for an unclassified adult male teacher to £400, the maximum that can be obtained by a teacher holding the highest classification and who has been in charge of a school of Class I. for six years. For females the scale is from £80 for an unclassified teacher to £320 for a teacher holding the highest classification after five years' service in a school of Class I. The salaries are on a scale rising by annual increments of £10. Quarters are provided where possible for head teachers, and allowances in lieu of them are sometimes granted. On the Goldfields and in Special Schools an additional £30 per annum may be granted if the cost of living is very high. Teachers.

Male assistants receive from £70 (unclassified) to £200, the maximum for the "A" certificate, and females £50 to £160.

The regulations governing this scale of salaries (see Appendix C.) were passed by the Executive Council to come into operation in January, 1899.

Numbers of teachers have recently applied for appointment from the eastern colonies, and the certificates of those colonies have been held, after a practical examination by the inspector, in many cases to take the place of the various examinations laid down in Western Australia.

Married women are not appointed, and female teachers have to resign on marriage.

Except in the Perth and Fremantle Central Schools, where there are separate boys' and girls' departments, the sexes are mixed in the schools. There are, however, separate infants'

departments in the larger schools. Female teachers have therefore fewer chances than men of rising to the highest salary, as in the larger mixed schools a male head teacher is the invariable rule.

The teachers in the service on the 31st December, 1899, numbered 473, divided as follows: Head teachers, male 124, female 70, total 194; assistant teachers, male 41, female 95, total 136; pupil teachers, male 8, female 52, total 60; monitors, male 7, female 36, total 43*; sewing mistresses, 40.

The system of pupil teachers is in force, but it will be superseded to a large extent when the Training College is established. Pupil teachers at present serve a four years' apprenticeship (see Regulations 249 to 254 in Appendix D.) and receive salaries varying from £20 to £50 (male), and £16 to £44 (female). There are also monitors, who, up to sixteen, will be half-time students, and from sixteen to eighteen will spend their whole time in teaching. Their salaries when half-time teachers are £20 (male), and £16 (female); and when over sixteen, from £40 to £50 (males), and from £30 to £40 (females). At eighteen they must apply for re-appointment as unclassified teachers, or sit for the "C" examination. The examinations for the different classes are held annually. Teachers may be refused permission to sit for the "B" examination until they have been in Class "C1" for two years, or for the "A" examination until they have been in Class "B1" for three years. Promotion from one grade to another in the different classes is by three years' satisfactory service. After passing the "A" examination, for example, the "A3" Certificate would be awarded and raised to "A1" only after six years' good reports.

At present no Training College has been established, but a site has been secured at Claremont. It is proposed that candidates should enter between fifteen and a-half and seventeen and a-half years of age for a course of training, which would be for three years. It is intended that an examination shall be held for entry, and that those obtaining top marks will receive full scholarships, defraying the whole cost of board and lodging and tuition. These next on the list would obtain half-scholarships, defraying half the cost.

Classes for teachers in drawing are now held.

No arrangements are now made for the pensioning of elementary school teachers other than those under the old Civil Service Superannuation Act which would only apply to teachers who were in the service prior to 1886.

Fees.

The cost of education is defrayed entirely by the State. Estimates are presented to Parliament every year. No local contributions are asked for, except in the cases mentioned pre-

* Eleven Monitors act as Sewing Mistresses.

viously, towards the initial cost of building. The fees formerly paid by the parents were at the following rates:—

Children under 7	- - - - - -	2d. per week.
„ over 7 and under 14	- - -	3d. „ „
„ over 14	- - - - - -	6d. „ „

No family to pay more than 1s. per week.

(*See also Supplementary Notes* (v.).)

The Education Circular for September, 1899, contains the notification of the adoption of the principle of Free Education, and warns the teachers that for the future no fees are to be accepted from parents. Though the Department has power under the Act of 1899 to impose a fee for the instruction of children below six and above fourteen years of age, it has no intention at present of availing itself of this permission.

Private Schools.

A number of private schools exist outside the State School system. Many of these were at one time assisted by the Government Grant. These late Assisted Schools are entirely Roman Catholic. Two or three of these Roman Catholic Schools had, before 1899, asked for and obtained inspection by the Department, in order that they might satisfy themselves as to the efficiency of the instruction given.

There are also some orphanages receiving Government aid. There are two native mission schools—one Roman Catholic at New Norcia, and one Anglican at the Swan, the latter getting grant as an orphanage. There are no Government Schools for natives.

Inspection.

The inspection of schools is conducted under the superintendence of the Inspector-General by a staff of four inspectors, appointed by the Governor in Council, receiving salaries varying from £325 to £420. There is no rule as to their status, or as to their being drawn from the ranks of teachers in the colony. Of the staff in 1898, the Chief Inspector was head master of a Voluntary school in England, while of the others, one was a teacher in New South Wales; another was second master of the Melbourne Grammar School, and the third has been teacher and assistant inspector in South Australia. They have, therefore, between them a wide variety of educational experience.

Every school is visited at least twice a year (*a*) a surprise visit is paid for inspection of methods of teaching, and (*b*) a fixed visit for examination purposes. Schools are, however, not paid on the result of the examination. The system of payment by the Department is indirectly based on the average attendance, the arrangements for school staffing being as follows:—Schools where the average attendance is above 30, a monitor in addition to the head teacher; schools where the average attendance is between 50 and 75, an assistant in addition to the head teacher; and if the numbers are between 75 and 100 an assistant and a monitor. For schools over 100, 25 children are assigned to the head teacher, and 50 children in average attendance to each assistant. Monitors may be employed in

addition at the discretion of the Minister. Monitors over sixteen will count for 25 children. Pupil teachers also count for 25 children at present. The salaries for these officers as stated above are fixed, and the up-keep of the schools is borne by the general fund voted by Parliament. There is in addition, however, a bonus for successful teaching awarded after the Inspector's annual examination and surprise visit (see Appendix C.).

In mixed schools, where a male teacher only is employed, sewing mistresses may be appointed.

Compulsory Attendance.

With reference to school attendance, it was until recently compulsory in districts proclaimed by the Governor in Council. Children of not less than six nor more than nine years of age were compelled within these districts to attend any Government school within one and a half miles of the child's residence by road, and for those between nine and fourteen the distance was extended to three miles. They were only, however, obliged to attend thirty-five school days in each quarter. This provision, which it was supposed would tend to a better attendance, as a matter of fact led to considerable difficulty in enforcing the attendance of all classes. The great bulk of the children endeavoured to attend every day, but for all the idle, backward, and truant children the thirty-five days' limit was a godsend. They could shirk the school, and shelter themselves under this provision of the Act, and the task of the compulsory officers was rendered extremely difficult. No prosecutions at all could be undertaken at the beginning of a quarter if the parents pleaded that they would send the children regularly for the latter part. This had been felt a difficulty for some time, and the Bill introduced into Parliament in 1898, and passed in all the provisions dealing with compulsion by both Houses, but failing over the religious question, provided that children should attend school every day the school was open. It is noteworthy that a limit to the days required is the rule in the other Australian colonies, and the same objections are there being found to exist. In the report of the State Children's Council in Adelaide for the year ended June 30, 1898, it was specially pointed out that though the number of local truants was small, there was a large number of actual truants—that is, boys who attended thirty-five days in the quarter but absented themselves on the remaining days; and that these boys while absent from school got into bad company, acquiring vicious habits, and many finally becoming inmates of reformatories.

The Bill of 1898 came up once more in 1899 in an amended form and was finally passed. This "Public Education Act, 1899" (see Appendix G.), marks an advance in two important respects. It deals with compulsory attendance in Government Schools, and the inspection of Non-Government Schools. The Act, after providing that Education shall be *gratis* to children under fourteen years of age, provides that, unless some reasonable excuse for non-attendance is shown, the

parent of every child of not less than six* nor more than nine years of age shall, if there is a Government or efficient school within two miles of such child's residence, measured by the nearest road, cause such child to attend school on such days as the school shall be open. The provision in regard to children over nine and not over fourteen years of age differs only in that the distance from school is fixed at three miles. The main point of difference here introduced is the daily attendance in lieu of a fixed number of days per quarter (thirty-five). Formerly it had been impossible to prosecute for failure to attend until the end of the quarter; so that the child was enabled to play the truant during the whole time.

Reasonable excuses are admitted as follows:—

> I. That the child is under efficient instruction at home or elsewhere; and whether such instruction is efficient or not shall be a matter for the decision of the Minister (*i.e., the Member of the Executive Council appointed by the Governor to administer the Act*), who may require the report of an inspector of schools thereon.
>
> II. That the child has been prevented from attending school by sickness, danger of infection, temporary or permanent infirmity, or any unavoidable causes; but such excuse shall not be entertained unless the parent has given the teacher notice thereof in writing within seven days after the occurrence of such prevention. A medical certificate must be produced if required by the Minister.

There was formerly a compulsory standard (Standard VI.), but by the new Act this was abolished and an age limit of fourteen only was substituted.

Penalties for non-attendance at school are:—

> The parent . . . . shall be liable to pay a penalty not exceeding five shillings for the first and not exceeding twenty shillings for every subsequent offence.

There has been considerable difficulty with regard to the employment of children of school age. Wages have ruled very high, and cases have been known in which children have actually earned while of school age as much as 25s. per week. It is not surprising, therefore, that the small penalties had no deterrent effect on the parents whatever. In the laws formerly in force there was no power of bringing home to employers that they are as much, if not more, the law-breakers than the parents or children. By the new Act the employment during school hours of a child not exempt by age from compulsory attendance

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* The age of compulsion is from six to fourteen, but the Department has no objection, if the parents wish their children to be instructed during the years three to six, to have them placed on the roll and instructed in the ordinary way. No child under three can be admitted to any school.—*Education Circular, August*, 1899.

is punishable by a fine not exceeding forty shillings. The Minister may, however, at his discretion, excuse from attendance children who are required to help in the fields at harvest time or other special periods of the year; and may give special exemption for children between the ages of twelve and fourteen in case of poverty or sickness of the parents. Truant officers may be appointed from time to time by the Minister, and have power to accost children in the street who are apparently not in attendance at school, and generally to enforce attendance.

By the Act of 1899 the compulsory standard was abolished altogether, and Non-Government Schools could be on inspection declared "efficient" for the purposes of compulsory attendance. The inspection, however, was confined to the regular elementary subjects; and this was plainly enough the result of a compromise.

Power is also given in the new Act to take an educational census. It had been found very difficult to estimate the number of children of school age in a district, and this had resulted in some curious anomalies in the building of schools. It had also, of course, prevented compulsion being applied to many families as by not sending any of their children to school they might escape the notice of the Department altogether. (*See also Supplementary Notes* (iii.) *and* (iv.).)

Truant Schools.

The arrangements for dealing with truants are at present very defective. There is no properly constituted Truant School in which children may be licensed. The Industrial Schools are only just being brought into something like order by the new superintendent of Charitable Institutions. Magistrates have been loth to send to an Industrial School one whose only fault may have been high spirits, and who ought, therefore, not be mixed with children of a criminal character.

Industrial Schools.

There are only two Government Industrial Schools, namely one at Subiaco, and the regular reformatory at Rottnest. The children have up till this present year been interchangeable, but now an attempt has been made to divide those convicted of crime from those guilty of minor offences, or not actually convicted, the latter being placed in Subiaco. The school, however, is very badly found from the point of view of accommodation and opportunities for Industrial training.

The Roman Catholics have two Industrial Schools. These are quite distinct from the Orphanages mentioned elsewhere in this report. The Roman Catholic Industrial Schools receive a grant equal to £20 10s. 7d. per head per annum under the present law.

Course of Instruction.

The subjects taught in the Government Elementary Schools are to be found in the Regulations (see Appendix A.). They comprise the three elementary subjects, drawing, English, geography, history, drill, music, elementary agriculture for boys, and needlework for girls; and in the higher standards specific subjects from the following list may be taken:—algebra, euclid, mensu-

ration, Latin, mechanics, French, physiology, botany, chemistry, domestic economy, and shorthand. They are, however, only taken in the town schools at present.

Considerable store is set by Kindergarten teaching, and three mistresses have been imported from England to introduce the system. (*See also Supplementary Notes* (vi.).)

The drawing instruction which is just being introduced is on the alternative syllabus of the South Kensington Science and Art Department (No. III.), and is being taken up with considerable enthusiasm.

In the teaching of English much stress is laid on oral composition. In the teaching of geography local topography is required before the general geography of the world.

Manual training is being introduced gradually into the schools, and there is a centre just opened in Perth to which the upper standard boys from all the city schools are sent weekly. (*See also Supplementary Notes* (viii.).)

A cookery centre has just been built for girls in Perth. (*See also Supplementary Notes* (viii.).)

In country districts some horticulture or agronomy is being taken in a few schools, and small manual work is being done in others.

Singing has previously been taught mainly by ear, but is now in a fair number of schools being taught by note, and it will gradually be so taught in all schools.

The Manual of Drill,* which is referred to in Appendix A., is still in use, but a system of Swedish drill will probably soon be introduced.

The arithmetic course deals largely with concrete numbers, and is illustrated by apparatus. Small numbers only are taken in the early stages. In the higher stages mensuration of areas—tanks, dams, etc.—which would be of practical use in the country, are taken.

As this curriculum is largely new, much of the work is only in its infancy, and it is too early at present to say anything as to its practical working, but there is no reason to suppose that it is too hard for the schools, or that it cannot be carried out practically in its entirety. There are, of course, special difficulties in bush schools, where children see little to stimulate their minds, and on the Goldfields, where the population is very fluctuating and children move from school to school. (*See also Supplementary Notes* (i.).)

Religious Instruction.

Religious instruction is given in the schools by the teachers, Irish National books being used in the upper standards, and

* The Manual of Drill may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

incidents in the lives of Old Testament characters in the first two standards. Moral lessons are also given.

In addition to the general religious instruction, special religious instruction is allowed under the Act of 1893 by teachers of the different religious persuasions to children of those persuasions in the school. A portion of each day, not exceeding half an hour, may be set aside for this purpose out of a total of five hours. If the Minister of any one of the denominations is unable to attend, he is allowed to nominate a substitute. No two religious teachers are allowed in the same room at the same time. This religious instruction must be that authorised by the Church to which the clergyman or other religious teacher belongs. Any parent is, of course, able to object to either the general or the special religious instruction. There were sixty-one schools in which special religious instruction was given during 1897, and fifty-eight regular classes were held by representatives of the Church of England, six by the Roman Catholics, seven by the Wesleyans, four by the Presbyterians, two by the Congregationalists, and two by the Jews. During the year 1898 an arrangement was made between the Wesleyan Presbyterian, Congregational, and Baptist Churches by means of which the children of those Churches can be taught as one class by one person recognised as the religious teacher for each of all these Churches. He is delegated under the Act as the representative of each of them, but is bound to give such instruction as is authorised by each, and is therefore not specially distinctive of any of the four. (*See also Supplementary Notes* (vii.), *Special Religious Instruction*, 1899.)

Inspection of Private Schools.

There was formerly no means of testing the efficiency of private schools, and there was no necessity for private schools to keep registers of attendance. It was found, therefore, that when parents wished to avoid the compulsory clauses of the Act they sent their children to some small private school, kept by some more or less efficient teacher. They said to the compulsory officer, " We shall take our chilren away to Mrs. Jones's School, and then we need not send them unless we like." This was often done, and was a constant complaint of the compulsory officers.

The Act also provides for the inspection of Non-Government Schools. Any proprietor or head master may apply to the Minister to have his school found "efficient" for the purposes of the Act. The school is then inspected by an inspector of schools, but only as to the instruction given in reading, writing, arithmetic, spelling, and geography. The school is then entered on a list of inspected and efficient schools. From this list it may be removed on inspection; and the Minister may, without inspection, certify a school as efficient. Schools other than Government Schools are, further, required to keep registers of attendance, and supply information concerning the attendance of any scholar on the roll of the school.

Free Meals.

There is very little poverty among the children in the schools. It is therefore quite unnecessary to furnish anything in the way of free meals.

Continuation Schools.

The arrangements for Continuation Schools are at present very small. Successful evening Continuation Schools exist in Perth and Fremantle.

The instruction in these classes is partly technical. In Perth the male classes receive instruction in hand-railing, carpentry, chemistry, chemical drawing, in addition to the three "R's," geography, English composition, euclid, algebra, shorthand, and history (illustrated with the lantern), and the girls are taught dressmaking, etc.

In Fremantle a large number of students come from the locomotive engineering works, and special classes are taught by experts. Chemistry, mechanics, trigonometry, mechanical drawing, electricity, and steam, etc., are taken.

Evening classes are also held in other parts of the colony, but are not very successful. During 1899 there were, exclusive of Perth and Fremantle, 8 evening schools in operation, of which 4 were closed during the year.

Beyond the slight work in the evening classes, no technical instruction is at present given. It is hoped that a Technical School will be opened, but a site has not yet been procured.

Secondary Schools—Scholarships.

No secondary day schools are under the Education Department. There is a High School, which receives a Government subsidy, and at which the scholarship offered by the Goverment to students from Elementary Schools may be held. The High School is not under the control or inspection of the Education Department. It is governed by a Board appointed by the Governor in Council. Some information regarding this and other secondary private schools will be found in Appendix F.

Three scholarships of the value of £50 per annum for three years are annually awarded upon the results of a competitive examination. The candidates must have been pupils—boys or girls—in Government or other efficient primary schools of the Colony, and the scholarships may be held at any school approved by the Minister, at which higher education is given. In addition to these scholarships ten Government exhibitions, are offered annually, five of the value of £25 each, and five of the value of £15 each.

Twelve bursaries of the value of £10 each are also awarded annually—five for boys and three for girls in March for schools examined from August 1 to December 31; and two for boys and two for girls in August for schools examined between January 1 and July 31. Candidates are examined in the subjects prescribed for Standard VII.

Defective Children.

No Government Schools for the Blind, Deaf, and Dumb, or otherwise defective children, exist, but there are institutions conducted by private enterprise for the Blind and Deaf and Dumb children, under a Board of Management including the Anglican Bishop and Dean, Sir George Shenton (Trustee of the Wesleyan Church), and others.

Native Children.

There are no Government Schools for natives. A few coloured children—some two or three in all—are attending the State Schools in different parts of the colony. The natives in the

South West have almost died out, and the Northern and Central tribes are at present mostly too wild for any direct action on the part of the Government. Where black children are to be found in the civilised centres of the North West, there is considerable prejudice at present among the white inhabitants against their mixing with their children in the schools.

Conclusion.

From the foregoing it will be gathered that on the whole the elementary education of the colony is in a very creditable state for so young a country. It has a very fair curriculum, good staffing arrangements, and on the whole good buildings. Secondary and higher education are not very well developed at present. Many of the children of the richer members of the community are sent to public schools in England, others to schools in Adelaide or the sister colonies. There are said to be nearly one hundred children in the schools of Adelaide alone sent from Western Australia. The want of University Examinations is felt, and though the Adelaide University has established a local committee and sends over the papers of their Senior and Junior Examinations, University life is absent.

Technical Education is also at present woefully deficient. There is, however, no reason why the colony, if it continues to enjoy the prosperity of recent years, should not shortly establish good systems of higher education; and while it can congratulate itself on its elementary schools, it cannot afford to rest content with proficiency in these alone.

II.—History of Education in the Colony of Western Australia.

1837 is the first year in which there is any record of education work in Western Australia, the Colonial Office records stating that a teacher was appointed at the Public School, Perth, at a salary of £50 a year, under Dr. Bell's system, the attendance being twenty males and twelve females. A mistress was also appointed at Fremantle in the same year and at the same salary, the attendance there being twenty-two males and eleven females. **Early Record. 1837-1845.**

In the following year, however, appears a somewhat contradictory note that there are no Public or Free Schools, but that there are two Private Schools at Perth, one at Fremantle, and one at Guildford, to which poor children are sent by the Government, and for which an outlay amounting to about £150 is incurred.

In 1840 this number of Private Schools had increased to six or seven, and the expense to the Government that year on behalf of poor children was put down at £37 16s. 2d.

In 1844 this sum had risen to £84 13s., and in addition a sum of £96 6s. had been expended in aid of Native Schools and Institutions in various districts. The Colonial Office records also show that there was a Free School in the Roman Catholic chapel, and a Military School for soldiers' children, at which from fifteen to twenty boys and girls attended; and there is an additional note that one or two clergymen instructed a few pupils in classics, and there were a few schools for young ladies. There were not more than ten or twelve private schools in the colony.

1845 was marked by the establishment of a Grammar School in Perth and another at Fremantle; the allowances to Native schools in this year amounting to £120, and for the poor children in other schools to £113.

A Roman Catholic College was established by the Roman Catholic bishop on his arrival in the colony this year. No record of attendance is given. In this year he established a free school for females under the direction and care of the Sisters of Mercy with an attendance of 63. This school cost the Roman Catholic Church £200.

1846 shows the establishment of a Government school. It was then called the Perth Free Grammar School. The teacher received £60 per annum, and the attendance was 20 males and 7 females. The master was allowed to take under his charge private pupils and make a weekly charge. The master was a B.A. of Oxford University. **1846.**

A Free Government School was also established at Fremantle, where the teacher received £40, and at Guildford, York and Albany, the masters were paid according to the number of

scholars attending. The average cost of each of these schools to the Government was £20 per annum. Apparently some Education Council was formed in this year, which drew up a report on the education of the colony and forwarded it to the Secretary of State.

1847. In 1847 the Perth Free School seems to have changed hands and to have been under the Rev. W. D. Williams, who was receiving a salary of £50 per annum, the attendance being 65. A girls' school was established with a mistress at a salary of £30 per annum and an attendance of 35.

A note appears on the return for this year that there are two schools established by the Roman Catholic Church in Perth, the masters of which have, by order of their head priest, declined to give any information respecting them.

A note about the Government schools appears also, to the effect that they are open to all religious denominations at a rate so low as to admit the children of all but the most destitute; the latter admitted to learn writing, reading and arithmetic free of charge.

1848. 1848 showed continued activity on the part of Roman Catholics, the Sisters of Mercy starting a school at Fremantle which included 10 boarders, whose food and clothing were given to them by the sisters.

This year also saw the establishment of a Government Infants' School in Perth, with an attendance of 60. The salaries of the three teachers of Perth this year were:—Boys', £70 (attendance 55); girls', £40 (attendance 28); infants', £20 (attendance 60) The teachers received such sums as the parents paid in fees in addition. There is a note as to the payment of these fees—that the schools were free to any pupils whose parents were unable or unwilling to pay, unless the latter's circumstances were so good as to render it unjust to others to allow them free. The rates were so low that the parents generally preferred paying to having their children considered as free scholars.

In addition to the Guildford, York, Albany and two Fremantle schools a new school at Murray was established this year, with an attendance of 14, the teacher getting a salary of £10.

The total number of school children on the return for this year was put down as 265, boys being 174 and girls 91. The Government paid the salaries and assisted in supplying school requisites. Private individuals contributed considerable sums to the support of the Perth schools.

The General Board of Education which had been appointed in 1847 was said to be working well.

There is a note on religious instruction this year that, as far as possible, the schools are to be confined to secular instruction only, leaving the more important subject of religious instruction (except the reading of the Bible without note or comment) to parents themselves, to the ministers of the different denominations (out of school) and to the influence of secondary schools. There is a further note that the Roman Catholics alone refuse to

join in this system, and demand a separate amount of public money for the education of their own children, which was given them in the following year.

In 1850 activity was displayed in the South West, a school being opened at Bunbury with an attendance of seventeen, and a teacher with a salary of £12; a boys' school at the Vasse with an attendance of fifteen, and the teacher's salary £10. 1850

In 1851 the attendance at the boys' school, Perth, was 85, and an assistant was appointed. The girls' school had an attendance of 33, and the infants' 70. At Fremantle there was an attendance of girls and infants of 55, and at Bunbury an attendance of 30 boys. The schools in Murray, York, and Vasse districts had been discontinued owing to the want of properly qualified teachers. There is a note that to obtain these it would be necessary to increase the remuneration afforded by the Government to the schools, £20 being the maximum salary awarded. 1851.

In 1852 the attendance at the Government schools in Perth reached 210, and in Fremantle 130. There is a memorandum to the effect that there were schools at Bunbury, York and the Vasse. There appears also to have been a grant made to a private school in Perth which was established this year. 1852.

In 1853 it is noted that the total attendance for the colony was 337 boys and 105 girls, and this had largely increased in 1854, when the following Government schools were open:—Perth Boys', Girls', and Infants', Fremantle Boys', Girls', and Infants', Guildford, York, Bunbury, Pinjarrah (Murray), Busselton (Vasse), Port Gregory, and Albany. The total attendance was 634, boys being 384, and girls 250. 1853.

There seems to have been a fixing of the amount of fees this year at 2d., 4d., and 6d. The attendance at private schools was not given.

In 1855 a school was opened at Toodyay with an attendance of 15. The total attendance of the year seems to have declined, there being only 590.

A report for the year 1856 was published by the General Board of Education. They stated that they had endeavoured to render the schools available for all sects and denominations of Christians by removing as far as possible the cause of offence to the conscientious scruples of any, and to secure for the children of all classes, without improper distinction, such a plain and practical education as may hereafter prove most suitable for the everyday business of life. They proceed to state that the system previously sanctioned by the Board had only been brought into operation in the Perth schools, and that the standard of education in all schools had been reduced to the limit contemplated by the Irish National Commissioners in the series of educational books issued under their superintendence. This year witnessed a supply of the "Scripture Lessons," presumably the Irish National series also. 1856.

The hours of attendance are stated to have been regulated on the uniform plan, children attending from 9 a.m. until 2.30 p.m., a quarter of an hour being allowed for recreation at noon.

They had applied for two trained masters and mistresses from England, and point out with regret that owing to the low scale of remuneration they could offer they had been unable to obtain them.

The return of teachers' salaries shows two masters in Perth and Fremantle receiving £150 per annum each; four teachers at Guildford, York, Bunbury, and Albany receiving £100 each, as did the mistress of the Girls' School in Perth. Most of the other salaries seem to have been about £50 per year.

The only schools named, in addition to those mentioned already, are at the Vasse and Port Gregory. There were apparently fourteen teachers and two monitors employed in the colony.

The Board point with pride to the large supply of books which had been received that year, and say that those under order for the ensuing year amount to not less than £100. Of this amount one-third would be repaid to the Government by sales to the children.

Examinations were held simultaneously in December in all schools by members of the local committees.

They calculate this year that the number of children between four and twelve in Perth and Fremantle was but little under 1,000.

1858. In 1858 a school was opened at the Upper Swan, and a marked improvement was shown in the attendance, which had risen to 686. An improvement is also noticeable in the salaries paid to the teachers in the larger schools, the headmaster in Perth getting £150 and his assistant £100 per annum, while the Perth Girls' and Infants' teacher received £100 and the two assistants £50 each per annum. The teacher at Guildford also received £150, and the head teachers at Fremantle, Bunbury, and Albany received £100 each. It is noticeable that the mistress of the Girls' School at Fremantle received the same salary as the headmaster, viz., £100 per annum. They were apparently man and wife.

In 1859 the number of scholars had risen to 745, and schools were established at Esperance and Serpentine.

1860. In 1860 a school was established at Freshwater Bay (now Claremont) on the Swan, and the number of scholars attending Government schools was put down as 874, the number of private schools being three at Fremantle and four in Perth.

In 1861 we read of schools started at Picton, Beverley, and Rockingham. The total attendance reached 1,000 in 1862, but dropped again in the following year to 849, rising again above the thousand in 1864 and to 1,300 in 1866. Fresh schools had been opened in all these years, an average of four or five a year.

1866. In 1866 the following note appears in the return: that in addition to the schools named in Perth there is a Church of England Collegiate School under the supervision of the Lord Bishop of Perth.

1869. Report of Mr. Adkinson. A report published in April, 1869, gives an interesting account of the then state of the colony The General Board point out

that there are a very large number of small schools absolutely indispensable owing to the scattered settlement. They attempted to enforce an average attendance of twelve or thirteen children, but the cost, of course, was very high in proportion, and therefore they were obliged to keep in existence "cheap schools with cheap teachers and cheap buildings or tenements for their accommodation," and that these facts should be borne in mind when considering the strictures of Mr. Adkinson on the shortcomings of these schools; they express the opinion that these schools were doing useful work. From this Report it appears that Mr. Adkinson, the only Inspector at the disposal of the Board, was carrying out this work during the vacation of the Perth Boys' School, of which he was head master. On this account he was unable to visit all the schools, and naturally did not like to neglect his own. This year they proposed to introduce a system of standards and to go from that to payment by results. They also point out that the Irish National Books were becoming obsolete, and better books should be obtained. Mr. Adkinson in his own Report passed some severe criticisms on these works. He quotes a passage read by a girl over ten years of age:—"Pearl consists of concentric coats of the same substance as that which forms the mother-of-pearl of the shell; they are produced by the extravasation of a lapidifying fluid, secreted in the organs of the animal, and filtered by its glands." He quotes also the opinion of the examiner of the British and Foreign School Society on them:—"The appalling essays on graminivorous quadrupeds and the monocotyledonous plants, which have so long bewildered the little readers of the Irish books." This Report was instructive in various ways, for example, he pointed out that arithmetic was not taught to one-half the pupils, that oral teaching was hardly given at all. The children were supposed to know the arithmetic if they had "gone through" the examples of the rules given in the first book of arithmetic by the Irish Board. The examples were, he says, limited in number and of the simplest kind possible and call forth no intellectual energy on the part of the learner. Mr. Adkinson also called attention to the very bad attendance. He says nothing about the number of children on the roll, but as far as he can ascertain from the return of the previous year, the average number of days per week attended by each child on the rolls was 2·9.

The General Board point out that they have not got trained teachers from the mother country in spite of an application; that since the arrival of two teachers in 1862 they have been compelled to offer every vacancy to persons in the colony, and they did not see that they would be able to fill their ranks to any great extent with male teachers from the pupils in the Government schools, as there were better openings in other branches of life than in school-keeping.

The cost of education per head this year was at the rate of £2 9s. 4d. on the average daily attendance. They asked that a larger sum of money might be placed on the Estimates for

school buildings. There is a note at the end of the Report to the effect that in the religious instruction they are carrying out the instructions of the Government faithfully, though they preferred a different arrangement. There is also a note that the Roman Catholic Bishop might take a seat on the Board if he felt that he could conscientiously do so. The Anglican Bishop was one of the members, and apparently the Board were anxious to give fuller religious teaching. Religious teaching might be given by the teacher on the four books of Scripture lessons, but there was a special regulation which authorised any minister of religion co-operating with the General Board of Education to give instruction from the Bible, and to use Bibles in the schoolroom. They say, however, there have never been any applications from ministers of religion to carry this out; half-an-hour seems to have been set aside for the Scripture lessons daily.

In the detailed Report on the various schools there are several severe criticisms on the lowness of the efficiency, and in one case the examiner reports, "I have seldom met with scholars whose answering showed less intelligence; especially was this the case in arithmetic." On the other hand, at Ferguson, the most astonishing subjects were taken:—History, astronomy, land-surveying, mapping and painting in water colours were taught and examined apparently for thirteen children, two of whom were over fourteen and two under seven. The Inspector, however, regrets that their education had been neglected very much until the last year and a half, and he thinks that all the subjects except the "ordinary" might be dispensed with.

1871. Central Board of Education.

1871 saw the establishment of a new Central Board of Education and the passing of the first Elementary Education Act (35 Vic. No. 14 assented to 17th August, 1871), the preamble of which set out that whereas it was expedient that the people should have a more direct control in the management of the public elementary education the Government enacted by and with the advice of the Legislative Council, etc. The Central Board was to consist of five persons, of whom the Colonial Secretary was to be chairman. All were to be laymen. The Governor in Council appointed this Central Board, who were to hold office for three years only. Their duties were to exercise a general supervision over all the Government Schools and the Assisted Schools, to appoint an inspector, to make bye-laws and regulations to be approved by the Governor in Council, and to apportion and distribute funds, to decide on the establishment of schools and of District Boards, and to fix a scale of fees. There were also District Boards appointed under this Act, consisting of five members elected for three years. The powers of the District Boards were to supervise the schools, to appoint and dismiss teachers of Government Schools, subject to the confirmation of the Central Board, and to forward recommendations and suggestions to the Central Board on all matters connected with the schools.

By the regulations it was provided that District Boards, unless

specially defined, were to be for such districts as were under resident magistrates.

The Act further provided for the granting of a sum of money not exceeding on the whole the sum of £2 15s. per head of the children between the ages of four and sixteen who had attended school not less than 180 days in any one year, an attendance of less than four hours a day not to be reckoned. Assisted Schools and Government Schools alike were warned that they were to take no notice of the religion of the pupils, and that should parents object to the religious instruction given in the schools they might withdraw the children. Religious instruction was to be given at the beginning or end of the school session, and no religious catechism or religious formula, distinctive of any particular denomination, was to be taught in any Government School. We find the Irish National series of Scripture readers in use. It was laid down that the instruction to be given in Government and Assisted Schools should not be less than five hours a day, four hours of which should be devoted to secular instruction. The Assisted Schools were, of course, all the private schools, Roman Catholic and others, which had been previously established, and it was laid down that they should not receive a grant exceeding £1 7s. 6d. for each child above the age of four and under the age of sixteen who had attended not less than 180 days in the year. It was further provided that no such grant should be given to any such school where the number of scholars was less than 20.

The Act also had some compulsory clauses empowering District Boards to make bye-laws requiring the attendance of children between the ages of 6 and 14, and imposing penalties for the breach. A careful set of regulations was framed by the Central Board, and the grant was laid down as £1 5s. per head according to the average number in attendance throughout the year, with a further grant for every scholar present on the day of the annual inspection who had attended not less than 100 school days in the year. This further payment was strictly by results, children under 7 receiving the sum of 15s. per head, those over 7 and under 16 receiving so much per pass in the different subjects, viz., 15s. for reading, 15s. for writing, 15s. for arithmetic, and 10s. for passing in the extra subjects of geography and grammar. These extra subjects were not, however, taken in the lowest standards. Geography was begun in Standard III. and grammar in Standard IV. The Report of one of the Inspectors shows that though this was the nominal curriculum, it was not the actual practice to begin them even in these standards, the three R's alone being taught.

For every scholar in average attendance a further allowance was made of 5s. for books, apparatus and school appliances.

The teachers' salaries were also laid down, it being arranged that where teachers received not more than £40 per annum they retained the fees, but where their salaries exceeded £40 they had to send the fees in to the Central Board, through the District Boards. The Assisted Schools received half the amounts

given to the Government Schools, on the same system, and the bye-laws also laid down that before an Assisted School could receive any grant the Board were to be satisfied that the premises were in good order, at least 10 square feet of an area for each scholar being allowed, and that the grant to Assisted Schools would be reduced by its excess above the amount of school fees and subscriptions.

The school time-table contained provision for the reading of the Bible and religious books for half an hour at the beginning of the morning and a quarter of an hour in the afternoon. The standards of examination in the elementary subjects were by no means high.

Schools fees for children attending purely Government Schools were regulated on a scale. Where the parent was an employer of labour or received a salary of over £100 he paid a shilling a week per child. Where he was a mechanic working on his own account or Government official or mercantile clerk receiving not more than £100 per annum he paid sixpence per week. When he was employed by others at a daily or weekly wage the fee was threepence. A reduction of one-fourth was made when more than two of the family attended. Free scholars were admitted upon the written authority of the District Boards, and it was laid down that the District Boards must exercise the greatest caution in giving these free certificates.

The compulsory clauses seem to have been based very much upon the English Act, and it was laid down that every child should attend school the whole time during which the school was open, of course with the proviso that such child might be withdrawn during the times of religious observance if desired by the parents. The sixth standard of instruction was laid down as the standard of exemption. The penalty for non-attendance was 5s., the costs not to exceed an additional 5s.

1873. The first Report of the Central Board was issued in July, 1873, and from that we learn that there were during 1872, seventy-seven schools open with an average number of scholars in daily attendance of 2,400, showing an increase of twenty over the attendance in 1871. This small increase was in the Assisted and not the Government Schools. The Board notice that the District Boards seem disinclined to put the compulsory clauses into force, and they believe that were they so enforced the attendance would rise by 25 per cent. They also point out that many small schools should have been closed under the provisions of the Act, but they thought it wise not to be too hard upon them.

They note that the large majority of schools have come under the new system, and are paid by the results of examination, and that the teachers have on this account succeeded in obtaining a larger salary than they had hitherto enjoyed. The comment of the Board is that this shows the good of forcing teachers to interest themselves in the regular attendance and the progress of the children committed to their care. In these early days of

the working of the new Act they point out that District Boards are not taking sufficient interest in their work.

The Report of the Inspector, who had now been appointed for this work alone, Mr. Adkinson, was also printed, giving several very practical suggestions for the improvement of the instruction. He noted the large percentage of failures in arithmetic, the very imperfect instruction in principles, and the entire absence of any questions in problems, or any application of the simple rules. He suggested also that the learning of poetry would be a good exercise for the children as home lessons. Mr. Adkinson did not seem to care for the grammar instruction: he recommended that it should be omitted in many cases. Needlework was also introduced into the girls' and infants' schools, and permission was also given to the head master of the boys' school to insert lessons in the theory of music and singing from notes. Mr. Adkinson noted how very badly the registers and other records were kept in the schools.

In the report issued in 1874 a comparison was made between 1874. the schools for the previous four years, from which it appeared that the cost per head of the average attendance went down from £2 15s. 4d. in 1870, to £2 8s. in 1873, the attendance having risen from 1,515 to 1,694. The Assisted Schools totals were given only for 1872 and 1873, from which it appeared that in the former year the attendance had been 763 in thirteen schools, the Government grant per head being 16s. 4d., while in the latter year the fifteen schools had an attendance of 829, at a cost per head of £1. The Board recommended to the Legislature that the limit under the Act should be increased from £2 15s. per head to £3 10s., and the Governor noted that if the Legislature thought fit he considered these increases advisable. This was made law by 41 Vic. No. 11, asented to 16th August, 1877. The Board also pointed out this year the great difficulty in building or repairing schoolhouses, and they pointed out that the small Government grant they were able to give for this purpose was regulated by the amount of local subscriptions, and that, while the city of Perth had refused to subscribe, in the poor and struggling districts voluntary effort had been made. They were of opinion that the Act was working well, but they still pointed out that the District Boards did not take sufficient interest in their work, and that compulsion was very insufficiently enforced. They insisted further that all schools must now come under the system of payment by results.

From the Inspector's Report it appears that 32 per cent. of the children were under seven.

Among the Assisted Schools it is noticeable that there was only one not Roman Catholic (the Perth Protestant Orphanage).

In 1875 the Report referred to the amount of attendances 1875. necessary to secure the Government grant, viz., 180 days in each year for each scholar. The Board pointed out that this was not too much, and that many of the children attended 50 days in excess; and this year they noted with satisfaction that all schools were paid by results.

The Inspector noted a general improvement in the standards of instruction throughout, writing showing less improvement than most other subjects. Arithmetic, of course, still retained the greatest number of failures, but relatively it seems to have been an improvement. The Inspector still seems to have considered that the grammar was an unnecessary subject, and to have omitted it in many of the schools; nor does he seem to have cared much for geography. He suggested that there should be some sort of a history book used as a reader. He also gave some interesting statistics as to the proportion of children paying the different rates of weekly fees, from which it appeared that 20 per cent. were free, 55 per cent. paid 3d. per week, 15 per cent. paid 6d., and 10 per cent. 1s. He noticed also that the pupil teacher system had not been successful, though there had been an average of eight pupil teachers in training in the Government schools. The actual teachers obtained from this source had not been more than four in ten years.

1876. In the Report published in 1876 the Central Board noted with satisfaction that the stipends of teachers were on the increase, and that where certain teachers who had received fixed stipends had suffered owing to the new system they had received gratuities to encourage them to remain in charge of the schools. They pointed out that the bye-laws were still insufficiently enforced as to compulsion. The Inspector also recommended that assistant masters should be appointed in lieu of pupil teachers, as it seemed that the young people who were being trained as pupil teachers had no intention of pursuing the profession but merely made these positions stepping-stones to more lucrative offices in other departments of the Government service.

1877. The Report issued in 1877 showed that in 1876 there were sixty-one Government and twenty-two Assisted Schools in operation. The proportion of attendance had slightly increased. The Inspector reported that the schools were, on the whole, well conducted and the buildings in fair order. He suggested that vocal music might well be added to the general curriculum.

By the bye-laws of 1877, if the full teaching staff was not employed Assisted Schools might have their grant reduced by the amount which would have been payable in respect of such teacher.

Rules were then laid down as to the establishment of Government Schools, by which an average daily attendance of twelve scholars between four and sixteen had to be maintained, but Provisional Schools might be appointed with a view to ascertaining whether this average attendance could be kept up.

Half-time schools were also allowed for under these bye-laws. The appointment of teachers still rested with the District Board, subject to the approval of the Central Board. Two certificates were given them—one of "efficiency" and one of "competency," an examination being held.

With regard to school fees the reduction was to be one-third in

cases where more than two members of a family attended, instead of, as previously, one-fourth.

The Report presented in 1878 showed that during 1878 the number of schools had diminished, there being only 57 Government Schools and 21 Assisted, but three of the Government Schools which had fallen out of the list were carried on as Provisional Schools.

At the end of 1878 there were 86 schools in operation, viz.— 1878.
51 Government, 18 Assisted, and 17 Provisional Schools. The Inspector's Report gave the attendance as 1,906, compared with 2,043 in 1877 in the Government Schools; 1,041, as compared with 1,053, in the Assisted Schools; while the Provisional Schools had an attendance of 150 in addition. It was noted with satisfaction that a larger number of scholars were reaching the higher standards, though the average age of the elder boys was becoming less. The Inspector also noted that the fees paid at the higher rate were diminishing; only 79 scholars were now paying this higher rate, and he considered that, looking at the social position and earnings of many parents, they were not doing their duty in this respect.

At the end of 1879 there were 63 Government, 5 Provisional, 1879.
and 19 Assisted Schools, and there was an increase in the attendance of the Government, but a decrease in the Assisted Schools. The Board noted also the larger number of children being admitted free into the schools; and they pointed out further that owing to the scattered nature of the population now spreading through the settled districts of the colony, it was very difficult to give education to many of the children who ought to have it, but no return of the children was easily obtainable; though the Inspector pointed out with gentle irony that it might be as valuable to the welfare of the colony to obtain information as to the children who ought to be at school as the number of horses, horned stock, etc., possessed by each family.

The percentages of passes were given and showed a relative improvement. It is always difficult to know the value of these percentages, as the standard cannot have been very high.

With regard to the qualifications of the teachers, the Inspector remarks that they are now drawing their staff from the families of the settlers, that they are doing good work and are fairly competent, though not possessing such high attainments as some of their predecessors in office. This, however, they make up for by a less restless disposition, greater liking and aptitude for their work, and generally a good moral influence.

In the Report issued in 1881 it was noted that the apparent 1881.
retrograde state of affairs as to the average attendance and cost per head was due to severe epidemics of ophthalmia and influenza. There were eighty-eight Elementary Schools in operation during 1880, as against ninety-two in 1879, but of this latter number there were sixteen Provisional, only eleven of which qualified themselves to be recognised as Government Schools. It was pointed out, too, that there would not in future be so many Provisional Schools sanctioned, as the settled districts

were gradually being provided with permanent schools. It was suggested that some truancy Act was required, so that children who wilfully kept away from school might on conviction be whipped or confined on bread and water, instead of their parents being fined. It was pointed out that the training of teachers was becoming more and more important. The attendance during that year was an average in Government Schools of 2,102 and in Assisted Schools 1,006.

Among the assisted schools this year it is to be noted that the Church of England had established two additional schools, as well as the Perth Protestant Orphanage, which received Government grant. The others were all in connection with the Roman Catholic Church.

1882. In 1882 the Board's Report cited the fact that the cost per head in the Government Schools was less than in the neighbouring colonies, being £3 8s. 4½d. in Government Schools and £1 13s. 2½d. in Assisted Schools. They pointed out that the cost per head would be much reduced if the children attended better, numbers of boys, especially in the towns, evading school in order to be employed in various ways in the daytime. They suggested the appointment of an assistant inspector.

It was noted that there was a more general employment of female teachers, the number of teachers employed in 73 Government schools in 1881 being 101—27 masters, 46 mistresses, 2 male assistants, 4 female assistants, 3 female ex-pupil teachers, 8 pupil teachers and 11 monitors.

1883. In 1883 they pointed out that the number of schools in the previous year was 75 Government and 18 Assisted, with an average attendance of 2,234 in the former and 939 in the latter. The percentage of attendance on the enrolment this year was 79.

1884. In 1884 the Report contained a Report from Governor Broome, in which he stated that he had visited a number of schools in the colony and examined the scholars. Though the methods were less advanced and the teaching staff less trained than in wealthier communities, he found a good Education Act, painstaking masters and mistresses.

The inspector had been sent to South Australia, and the Governor recommended the South Australian schools as far in advance of anything in Western Australia.

The Governor also suggested that annual scholarships from the primary schools to the High School should be established.

During 1883 there were 93 Government and Assisted Schools in operation, with an average attendance of 3,147, the attendance having been reduced by a measles epidemic. An assistant inspector was appointed during that year, and some new reading books were introduced.

In the Report for the year 1884 it was stated that the number of Government Schools had been reduced from 75 to 73, the Assisted Schools remaining at 16. The Report of the Inspector on his visit to South Australia and Victoria was appended. In this he specially dwelt upon the system of training teachers in the former colony.

The Board pointed out that the £3 10s. capitation grant laid down in the Act was not sufficient to maintain schools in the North, North-west, and other remote districts.

The Inspector suggested that suitable certificates should be given to the scholars passing from the fifth standard and upwards. He commented upon the mechanical and unintelligent method of teaching arithmetic, and stated that geography was taught with very barren results, owing to the fact that mere lists of geographical facts and names were learned by heart, and the map was very little used. He also pointed out that grammar had very little practical result.

The majority of the buildings were described this year as being in good repair and fairly suited for their purpose, but a better style of desk and seat was necessary, and greater cleanliness and order were required in the schools.

In his Report on his visit to the sister colonies Mr. Adkinson urged the great necessity of adopting some plan for the training of teachers, and he suggested some scheme should be devised by which teachers might attend the Perth schools during the vacation of their own schools, to watch the methods during the morning lessons, and in the afternoon attend a class conducted by the assistant inspector and himself. He also pointed out that the teachers' emoluments were still too small, and that one way of improving this was to mix the schools instead of having separate girls' and boys' departments. The mixed school he found was the rule in Victoria and South Australia.

With reference to compulsion, he advised the assimilation to the South Australian plan, suggesting that a census of children of school age should be taken, and that the teachers should send in absentee lists. He also recommended that a minimum number of days should be prescribed as to what should constitute irregular attendance, as in the other colonies. This was, of course, a slackening of the old Compulsory Acts of this colony, and it has not worked well.

He stated, however, that the programmes of instruction were not very different in South Australia from those in use in this colony, but that the superior qualifications of the South Australian teachers no doubt rendered their schools better. He noticed a greater intelligence and smartness in the scholars. He pointed out that the course of instruction in South Australia was only arranged for six years, while there were seven standards in this colony.

The Report submitted in 1886 showed that there were 73 Government and 16 Assisted Schools on the 31st December, 1885, with an attendance in Government Schools of 2,323, at a cost of £3 5s. 6d. per head, and in Assisted Schools of 1,016 at a cost of £1 7s. 4¾d. per head. It was noted that the High School scholarships awarded to the boys had tended to give a stimulus to the higher classes, and that two boys had obtained a very creditable number of marks. The District Boards are blamed for not enforcing their bye-laws.

1886. In the Report for 1886, it is noted as a remarkable fact, which the Board cannot satisfactorily account for, that, although during the year the population of the colony increased some thousands by immigration, the number of children on the rolls and in average attendance in the Government Schools decreased, while the Assisted Schools only increased by nine on the rolls and eight in average attendance. They point out that they think this is due to compulsory clauses becoming more and more a dead letter.

Considerable additions to the schools buildings were made this year, at a cost of £2,600.

Attendance. There were 73 Government Schools in operation this year, with an average attendance of 2,322, and 16 Assisted, with an average attendance of 1,024. The Inspector pointed out that though he had no means of ascertaining the proportion of children of school age in each district compared with the number actually receiving instruction, he considered that the proportion receiving no instruction was increasing, and stated that he saw numbers of children in the streets, at all hours of the day, in the large centres of population. He also pointed to the fact that there were a considerable number of schools in the settled country districts now closed which at one time promised to be permanent establishments. Instead, however, of suggesting that the bye-laws should be carried out with greater strictness in their then form, he pressed upon the Board the advisableness of making a minimum number of days compulsory, as in the other colonies.

With reference to the instruction given, the Inspector notices how difficult it is in the small country schools for the teacher to secure the proper number of passes with such a large number of different classes to be taught. The want of variety in the surroundings of the country child was little calculated to develop his intelligence and powers of observation.

1888. In 1888 the Report of the previous year showed an average attendance of 2,508 in 74 Government Schools and 1,092 in 16 Assisted Schools. The Assisted Schools were now exclusively Roman Catholic, with the one exception of the Perth Protestant Orphanage. It was noted also, with regret, that the number of free scholars was considerably increasing, and also that only two candidates had competed for the High School scholarships, neither of whom had been successful. The inspector recommended this year that there should be an inspection visit, as well as the annual examination, in the case of each school.

1889. The Report issued in 1889 referred to the Commission which had been recently appointed to inquire into the state of Elementary Education. The Commission, which was appointed in 1887, delivered its Report on the 16th March, 1888. The recommendations of the Committee were largely on matters of detail. Their first recommendation was that every school should be visited by the Inspector twice a year—once for examination and once for inspection. There were a number of further details as to the examination schedules and inspectors' registers. and as to

there being no need of presenting children who had not attended school 200 half-days in the course of a year, or in rural districts 150 half-days. They laid down that the three R's only should be taken in Standard I., spelling being added in Standard II., geography in Standard III., and grammar in Standard IV.; that in the girls' schools the following supplementary subjects should be taken:—Sewing in all standards, domestic economy in Standards V., VI., and VII., and that history and object lessons might also be taught, it being laid down that there should be one additional subject in Standard VII.—presumably one of these two. In the boys' schools a selection might be made from the following list of supplementary subjects:—Book-keeping, mechanical drawing, agriculture, carpentry, history, object lessons, or other subjects approved by the Inspector. One of these was to be taught in the first four standards, two in Standards V. and VI., and three in Standard VII. They recommended a further grading of school fees, so that the three higher standards paid 4d., Standards II., III., and IV. 3d., and infants and Standard I. 2d. per week.

They also recommended that while as a rule in the winter months the hours should be from 9.15 to 12, and from 1 to 3, in the summer months it might be desirable to have a longer interval at mid-day and the afternoon hours might be from 2 to 4. They made further recommendations as to readers and copy books, and as to bonus for successful teaching. These seem to have been adopted.

They also laid down a course of study for pupil teachers.

One of the most important recommendations of the Commission was that children instructed at home, living over three miles from a Government School, should be examined in the nearest Government School, and the parents or guardians of the children be entitled to receive a bonus for successful teaching.

The Central Board were asked to make their remarks on the suggestions of the Commission.

With reference to the two visits of the inspector—one only for examination purposes—the Central Board pointed out that this had been their course of action prior to 1878; that then they had two examinations for results, in order that the grant should be paid to teachers half-yearly. They added that for the future they proposed to pay the result grant upon a similar system to that on which the capitation grant was distributed, the efficiency of the school for the one year determining the result for the next.

They agreed with the detailed suggestions as to examination, but with regard to the supplementary subjects they accepted only history, saying that they did not consider the others could very well be imparted by the teaching staff then in the schools, and they were not contemplated by the Elementary Education Act.

They also said they were unable to approve the recommendation of the Commission with regard to the grading of school fees. Many other details they agreed with, but they could not

agree with the change of reading books, on the ground that it would be costly, and that, though certain anachronisms had been pointed out in the old books, more recent editions would probably correct them. The old series seems to have been Constable's, which had been edited by Professor Laurie.

They did not agree with the Commission as to the suggested alterations in the distribution of the result grant, which they considered too elaborate for the colony.

The recommendation as to the examination of children instructed at home, living over three miles from a Government School, and the granting of a bonus to guardians or parents for successful teaching, they considered impracticable.

1889. Revised Regulations. It was noted in the 1889 Report that they were making preparations for a revised edition of the bye-laws. These regulations, which they had in draft, required among other matters that the teachers before appointment should prove themselves competent, and, without taking from District Boards the appointment of teachers, arranged for their appointments to be confirmed only when the applicants had shown their competency to the satisfaction of the Central Board. They stated that though on the whole the personnel of the department was good, considering the smallness of the salaries, there were some teachers whose services were not so valuable as might be wished. They still harped upon the difficulties of compulsion, stating that parents were perpetually pleading that their children were receiving efficient instruction at home or elsewhere. In addition to the higher schools under acknowledged efficient management there were in Perth alone at least twenty-five private schools in existence, over which they could exercise no control, and while they knew that the children were attending irregularly and suspected that the instruction occasionally imparted was not efficient in all cases, they were powerless to act. In spite of this the Inspector pointed out that the percentage of average attendance to enrolment compared very favourably in Western Australia with that in the other colonies, the percentage being 78, while that in New Zealand was only 75, in South Australia 72, in Queensland 70, in Victoria 64, New South Wales sinking as low as 58, and Tasmania to 49. Of course, it must be borne in mind that without any census it was impossible to say how many were not in the enrolment who should have been in this colony; while in South Australia, for example, the roll probably was nearer the actual number of children to be educated; and naturally the inclusion of this additional number of children on the roll would mean the inclusion of those who were given to the most irregular attendance.

The staffing in the schools during this year was stated as:—Forty-four female principal teachers, thirty male, eight assistant teachers, nine pupil teachers, and nineteen monitors.

No Report seems to have been issued in 1890, the Report for

1891. 1889 not being issued until 1891. The average attendance for 1889 was 2,517 in Government Schools, and in Assisted Schools, 1,108. The Board noted that the insistence on certificates from

the teachers before appointment to schools had worked satisfactorily, and they stated that had this regulation been in force long ago they would have been spared the services of not a few teachers "undoubtedly not fit to be entrusted with the education of our future colonists." They pointed out that it would be better the appointments should be altogether in the hands of the Central Board.

A second Report was published in 1891 for the year ending December 31, 1890, and it was there stated that the total number of Government Schools had risen from seventy-six at the beginning of the year to eighty-two, the average attendance being 2,535 in the Government and 1,283 in the Assisted Schools. Three new Assisted Schools had been established—one in North Fremantle, and two in Perth—all connected with the Roman Catholic Church.

Report of Mr. J. P. Walton.

Mr. Adkinson, the Inspector, retired in this year, and Mr. J. P. Walton was appointed. Mr. Walton's first Report gave some statistics as to the number of children examined, from which it appeared that while the number on the rolls was 5,014, and the average attendance 3,818, and that there were actually present on the day of examination 4,483, those actually examined were only 3,967. Twenty out of every hundred children attending the schools were therefore not examined as to their proficiency, and this was in addition to the unknown quantity of those who were not on the rolls of the schools. The percentage of passes in the Assisted Schools was higher than in the Government Schools, being 83 in the former to 78 in the latter. This, however, was no doubt partially due to the fact that a very large number of Government Schools were in small country places, while the Assisted Schools were nearly all situated in the centres of population. He pointed out, further, that there was very little instruction given to the infants under seven years of age, that in only five departments were they taught separately from the elder children, and that it was during this early stage of life that the foundations had to be laid. He suggested that there should be a better defined syllabus of instruction for such children. He also analysed the passes in examination, showing that they were many of them very bare passes, and were not entitled to be reckoned as showing full efficiency in the subjects taken. In a very careful analysis of the failures in the different subjects he dwells once more on the old complaint that the teachers were untrained. He points out how little attempt is given to apply the rules of arithmetic, how geography is still taught by rote, while the geography of Europe and of the world was better known than that of Australia. He urges the Central Board to make some immediate arrangements for instruction in composition, which was included in all other codes but that of Western Australia.

There were this year 42 male and 77 female teachers, including pupil teachers and monitors, in the Government Schools of the colony. Among this number 54 teachers and 22 monitors were

uncertificated. The average salaries of teachers were as follows:—

	£	s.	d.
Head masters - - - - - - - -	102	12	0
Head mistresses - - - - - - -	78	6	0
Assistant masters - - - - - - -	78	14	0
Assistant mistresses - - - - - -	78	12	0

He points out that many young masters, as soon as they can obtain other positions with better chances of promotion, leave the service.

1892. The Report published in 1892 relating to 1891 shows the average attendance in the Government Schools as 2,630, and in the Assisted Schools as 1,280, the total being 3,910. A note also appears that the number of teachers in the Government Schools that year was 131 (47 males and 84 females); in the Assisted Schools 58 (8 males and 50 females). Nineteen Assisted Schools were open during the year. There were 82 Government Schools on the list at the close of the year. It was noted that during this year two cases of fraudulent registration had been reported, and many cases of carelessness, ignorance, or neglect. One teacher had been dismissed and another was severely censured. It was noted that by a comparison of the census returns with the school rolls there were something between 1,200 and 1,700 children without any instruction, while of the remainder 1,358 were reported to be instructed in private schools and 1,372 taught at home. Apparently from these returns only about half the children of compulsory age were in the Government Schools; and of the private schools it is said that some of them are educational only in name and the instruction given to the 1,372 children at home is in most cases problematical.

The Inspector reported that out of 73 Government School buildings reported on 19 only were classed as "good," 10 as "very fair," 20 as "fair," 13 as "bad," and 11 as "very bad." Out of the 19 Assisted Schools 16 were "good," 2 "very fair," and 1 "bad." The Inspector noted also that there was an absence of any proper sanitary arrangements. The twenty-four schools reported as "bad" and "very bad" were really unfit for school purposes. The Inspector also reported that he found the apparatus in use in the schools scanty and of poor quality.

With regard to registration, the Inspector pointed out that there was astonishing carelessness. In one journey, during which he visited twenty-one schools, he noted that the roll was not marked in seven schools, inaccurately marked in four, the admission register was not kept in eight schools, or the school journal in fifteen schools, while the summary was only found in four schools.

He reports that out of seventy-three Government Schools twenty-five kept their registers badly and four very badly, and one had no registers whatever.

Comment was made also on the large number of children who failed to attend 120 half-days during the year, viz., about one-sixth of the children on the rolls, and it was stated that 1,287 out of 5,346 were not examined or nearly one-fourth.

The Inspector states that the standard of examination is a very low one, and far from satisfying him, and he criticises the payment by results of the teachers, pointing out that it obliges the inspectors to be lenient in all cases where there is the least possible doubt. To show the standard of examination he had divided the passes into "good" and "bare" passes, and that out of 10,299 passes 4,362 were only "bare" passes, most of which would be turned into failures under any true standard of examination. Valuable criticisms are made upon the examination standard and the books read.

The average salaries of the teachers are given:—Head masters £108, head mistresses £76, assistant masters £111, assistant mistresses £76. The reason why the average of the assistants is larger than that of the heads is evidently that they are all employed in town schools, while included in the head teachers are many teachers of bush schools. It is noticeable that there is only one teacher receiving £250, and only two others receiving over £200, while exactly half the teachers receive below £74. It is noted also that 47 head teachers possess no certificate whatever.

The Report for 1892 showed that the total number of Government Schools in operation at the end of 1892 amounted to 94. 1892. Assisted Schools had increased to 21; the attendance in Government Schools being 2,902, in Assisted Schools 1,322. The average earnings per head of the children in Government Schools from Capitation and Result grants were £3 3s. 1½d., in Assisted Schools, £1 6s. 7d. The cost per head, including departmental and inspectorial work, rose to £3 9s. 4d. in Assisted Schools.

A third Inspector was appointed this year. A new programme for children under seven was introduced, with beneficial results. A comparison with the expenses of other colonies showed that the cost per head was in Western Australia considerably less than in any other colony, and only two-thirds of the amount per head spent in Victoria and New South Wales.

The Inspector noted that registration was much improved, and the proportion of children examined to those on the rolls also showed an improvement. He still comments on the low standard and the very small number of children who reached the upper classes of the school. He pointed out that the age of the children was much greater than ought to be in all the standards examined. He expatiated on the great advantages of the Kindergarten system, and interesting and brighter lessons for the infant classes which were being gradually introduced.

A revised programme came into operation in January, 1893, 1893. giving a more careful gradation of the entire course through the different standards, laying greater stress on intelligent and thoughtful answers, as opposed to mere memory work, substituting new readers and insisting on a knowledge of the meanings of words in the subject matter, including recitation of poetry, also mental arithmetic, and carrying geography, grammar, composition and spelling throughout the whole course. History was introduced as a reading book into the three upper standards, and singing by ear was made compulsory, while the infants'

schools were divided into three classes, and a distinct course of instruction laid down. During the year a teacher of method was employed travelling through the colony to give lectures to teachers. It was stated that this was an initial step to the founding of a training college.

Appointment of a Minister of Education.

This year was also important from the fact that it witnessed the abolition of the old Central Board and the appointment of a responsible Minister of Education. New regulations were authorised, making very important changes. The Act which brought about these changes introduced more definite directions for the conduct of the election of District Boards of Education, and other clauses dealing with special religious instruction in elementary schools. (57 Vic. No. 16, assented to 13th October, 1893.) Under this Act ministers of religion, subject to certain regulations, were allowed to instruct children of their respective denominations for half an hour during school time, of course with the provision that parents might withdraw their children both from this special teaching and from the non-sectarian religious teaching given under the head of General Secular Instruction.

It is noticeable that with the further rules as to District Boards their powers were also further defined and the appointment of teachers was taken away from them.

The number of schools at the end of the year is reported to have been 98 Government, the average attendance being 3,088. Assisted Schools remained 21 in number, the average attendance being 1,537. The number of children examined this year was considerably less than examined in the previous year. This was attributed to epidemics. The Inspector of Schools pointed out that out of the 98 Government Schools no fewer than 84 had an average attendance of less than 50. He urged on the Minister that schools should be mixed, and not in separate girls' and boys' departments. The number of teachers was 152, of whom 91 possessed some certificate.

The Report for the year 1894 shows that important new regulations had been framed to come into operation in January, 1895. An Amendment Act, 58 Vic., No. 30, assented to 28th November, 1894, had also been passed,* increasing the amount of Government grant from £3 10s. to £4 10s., and giving larger compulsory powers. An increased vote was necessary in view of the improved scale of teachers' salaries proposed in the new regulations, which abolished the system of payment by results except in the case of Assisted Schools. The compulsory clauses were less stringent than the old ones. The attendance was lowered to 140 school days in the year instead of 180, as had been provided for in the recent regulations, or the whole number of days the school was open, as had been originally laid down.

The number of Government Schools in operation was stated to be 115, the average attendance being 3,552, a considerable increase on the previous year. The 21 Assisted Schools had an average attendance of 1,815.

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* This Act was repealed by the *Public Education Act*, 1899. See Appendix G. below.

The new regulations gave very careful directions for the establishment of schools according to the number of children in the district, the appointment, promotion, and classification of teachers, for the staffing of schools, for the salaries of teachers, for their training, for the general management of schools, for the duties and elections of District Boards, the enforcement of compulsion up to the fifth standard, and careful schedules of instruction through all the classes; also subjects of examination for teachers' certificates. The chief inspector pointed out that the training of teachers still remained to be taken up, and it was most necessary in the interests of the colony.

He reported that much had been done to improve the state of the buildings, and that the twenty-five new buildings which had replaced old ones had been fitted up with all the modern appointments necessary in schools of their size and character. The apparatus in the schools had also been renewed, and there was now a good supply of everything needful. The test of examination had been more severe, with the result that the percentage of passes had been reduced to 75 per cent. in 1894, as against 80 per cent. in 1890.

Mr. Maclagan, the teacher of method, reported that he had delivered seventy lectures—generally on Saturdays, sometimes on Fridays, and that they had been on the practical details of school work and the principles of education. The teacher of method had also visited many schools and had given practical examples of school method before the teacher's eyes.

A school method correspondence class had been formed. He suggested that the teachers in the colony should meet together to discuss educational matters; that there should be inter-school competitions in writing, drawing, etc., the best productions being sent round all the schools; that the Department should establish a small lending library containing books specially helpful to teachers; also that an educational gazette should be published monthly for the colony.

The Report for the year 1895 dwelt upon the fact that the 1895.
new Regulations were working satisfactorily. An important Act, 59 Vic., 27, assented to 12th October, 1895, was passed during that year abolishing the aid to Assisted Schools from the 31st December 1895, compensation being given to the schools, for which purpose the sum of £1,500 was set apart out of the Consolidated Revenue Fund. The only schools remaining (not being Government Schools) which received any further assistance were the four Orphanages. The number of schools at the end of the year was 152, of which 133 were Government and 19 Assisted Schools. It was noted with regard to the Assisted Schools which should be carried on as Private Schools that it would probably be necessary eventually for power to be given to the Minister to have them examined for efficiency. The average attendance in Government Schools was 4,685; in Assisted Schools 1,708. The total expenditure for the year ended 31st December, 1895, was £26,574.

During the year compulsory attendance at the schools had been placed in a more organised state, and compulsory officers appointed in 15 education districts. A number of new school buildings had been erected, and the increase of numbers was so rapid in some suburban schools that immediately the schools were opened further additions were imperative.

The amount expended on buildings during the year by the Public Works Department amounted to £13,850.

Suggestions for the further enforcement of compulsion were made, it being found that many children were employed illegally, and that no penalty had been imposed sufficient to deter the parents; also that private schools kept no returns of enrolment and attendance, and that there were no powers to deal with children found idling in the streets, nor was there any power for taking a census.

There were many changes in the personnel of the teachers, and there were a number of applicants from the eastern colonies. The total number of teachers, including sewing mistresses and monitors, was stated to be 226. A Board of Examiners was appointed to conduct the teachers' examinations.

1896. During 1896 the Report shows that the number of schools increased to 150, nineteen more than in 1895. It was noticed in the Report that the sudden development of the Goldfields had had a very remarkable effect on the increase of children in the schools (see column on page 5 of 1896 Report for progressive attendance). Not only were the schools increased in number, but it was especially noticeable that the number of schools with an average attendance of 100 and over had risen from nine to thirteen, and with 200 and over from four to seven. There had, of course, been great difficulty in providing buildings for this abnormal increase, and it was noticed that nearly £3,400 had been spent under this head alone. The average attendance rose to 6,470, on a roll of 9,008. It was remarked that the percentage of attendance had gone down from 73 to 72, showing that the compulsory clauses were still ineffective for dealing with truancy and absence from school. The cost per head in the schools was given as £3 3s. 7d., excluding administration, £2 10s. 8d. This was a considerable reduction on the previous year, due, of course, to the larger schools making the staff of teachers relatively less expensive. The schools reckoned this year were purely Government Schools, the Assisted Schools having now dropped out of the list altogether, with the exception of five orphanages, for which a grant at the rate of £2 5s. a head was given. The teaching staff in the Government Schools had risen to 281 teachers, and there were over 3,000 children obtaining free education.

Owing to the sad death of the teacher of method another inspector was added to the staff. Early in 1897 a sixth Minister was added to the Cabinet, the new Minister taking over the portfolios of Education and the Post Office, which had previously been held by the Minister of Mines.

The Report for 1897 showed that the enrolment had risen from 9,008 at the end of the 1896 to 12,262 at the close of 1897, and the average attendance had risen from 6,470 to 8,976. This very rapid increase had led to very considerable difficulty as to teaching staff, which had only been got over by the importation of many teachers direct from the eastern colonies. The number of schools had increased to 167. In the larger centres the size of the schools had also been greatly increased, so that a new classification had been devised under which Class I. consisted of schools of 500 and over, instead of 200 and over, as under the old regulations. An Inspector-General of Schools was appointed, and took up his duties at the beginning of the year. 1897.

Some figures are given in the Report as to the comparative expense of the different kinds of schools, the most expensive being the half-time schools, at a cost per head on average attendance of £6 3s. 7d., Provisional Schools costing £5 9s. 4d., Goldfields and Special Schools £4 3s. 10d., while in the ordinary State Schools the average cost was only £3 6s. 4d. The Report pointed out that owing to the larger classes there was great necessity for teachers with higher classifications and larger salaries, the average salary for adult teachers being only £117.

A Teachers' Association was formed during the year, with branches in various parts of the colony.

The Inspector-General divided the work of examination and inspection between the four inspectors, who took four different districts.

It was noted in the Report that the Department obtained for the first time a permanent set of offices in the new Government buildings, and was, therefore, better able to organise its work.

A Bill was introduced late in the year, dealing with compulsion and other matters, but had to be withdrawn owing to the press of work. One of the most noticeable features in the year was the opening of the evening classes in Perth, where, in addition to the elementary subjects of instruction, with history, geography, shorthand, etc., classes were started in carpentry (including handrailing) and chemistry. These classes were very successful, some 200 students attending. Eight other evening schools were in operation during the year in different parts of the colony.

The Inspector-General passed the earlier part of the year in travelling round the schools of the colony and issued a report to the Minister. He found that there were great defects in the plans of most of the buildings, the lighting being especially ill-thought-out, and the shape and size of the rooms being unsuitable for a number of children to be taught by a single teacher in a room. He noticed also that there was very much more wanted in the shape of material for practical teaching by observation, and that there was practically no drawing of any value being taught in the schools. In his interim report he stated that out of 208 head and assistant teachers there was apparently only sixteen who had been through a course of training in a college or normal school. He urged, therefore, upon the Minister the

necessity for the immediate establishment of a Training College This number of trained teachers was, of course, largely increased during the year by the direct importations from the eastern colonies. He found some fault with the curriculum, especially the standards for arithmetic and geography, but on the whole found the colony was well up to what could be expected. It was noted also that there was no manual work in the schools and no technical education in the colony.

At the end of the year the Inspector-General paid a visit to the eastern colonies and prepared a report on their respective systems of education. He reported that there was much of interest in the other colonies, each of them having a few things which it might be advisable to imitate, but that, on the whole, their standards were not higher than those in Western Australia. In South Australia the arithmetic scheme was especially good, and before visiting that colony he had already drawn up schedules of instruction on similar lines for the use of Western Australia, and was glad to report that his personal visit had confirmed his theoretical opinion as to the excellence of the curriculum there in use in this subject.

1898-99. In 1898 the Department endeavoured to consolidate the work of the last few years. The number of schools increased slightly, but there was a distinct check to the immigration into the colony owing to the unfortunate depression. There is, however, no reason to suppose that this will be permanent. The revenue had shrunk, and consequently much of the work which was contemplated, *e.g.*, training college and technical school, had to be postponed. The amount spent on the schools is not large,* but even with the necessary economy it is hoped that progress will be made, and there is every reason to believe that when the revenue improves, as it should do with the good gold returns now coming in, the educational policy of the country will receive more attention and become better developed.

The Public Education Act, 1899, provided *inter alia* for free education for children from six to fourteen, for compulsory attendance, and for the recognition of efficient Non-Government Schools. The text of the Act will be found in Appendix F. below.

CYRIL JACKSON,
Inspector-General of Schools.

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* Cp. Supplementary Notes (ii.) Finance.—Statement of Educational Votes for the year 1899.

SUPPLEMENTARY NOTES.

EXTRACTS FROM THE REPORT OF THE EDUCATION DEPARTMENT, WESTERN AUSTRALIA, FOR THE YEAR 1899.

(i.) EXTRACTS FROM THE REPORT OF THE HON. THE MINISTER OF EDUCATION.

"In submitting for the information of Parliament, the Report of the Education Department for 1899, I can point with satisfaction both to extension and improvement. In 1898 I reported an increase of over 2,000 scholars. During the year under review at present, the school rolls show an addition of 1,629. Though this is a slightly smaller number, it has been steadily progressive from quarter to quarter throughout the year, whereas the end of 1898 showed a decrease on its third quarter. This steady increase in the children seems to mean that, while there was no longer a rush of adult Colonists from outside, the settlers were prospering, and by sending for their families showed they are making this Colony their permanent home.

"Many new schools have been demanded, and the Department has erected 21 new buildings, affording accommodation to 1,574 pupils. Additions to old buildings have made room for a further number of children. The total number of places now provided in Government schools is 16,334, and 2,254 in hired or other temporary premises. That 42 new schools have been opened or re-opened, and only three closed, during the year is evidence that the Government is in earnest in its endeavour to extend educational facilities, and the fact that 29 of these were in country districts indicates wider settlement in the vast area of this Colony, and the growth of the agricultural population. Three of these country schools, and one in a small mining township, have been opened under special regulations for sparsely populated districts, on the guarantee of the settlers that they will, if necessary, supplement the salary of the teacher if the £4 10s. capitation grant on the average attendance proves insufficient. New schools and fresh scholars require more teachers, and 82 teachers of all ranks have been added to the staff. Of these only 10 have been assistants, while there were 32 new teachers in charge of schools, the balance being pupil teachers, monitors, and sewing mistresses, the latter being only appointed in small schools. The multiplication of small schools must, of course, increase the expense, and it is not surprising that the cost per head (based on average attendance) has increased to £3 17s. 9d. from £3 12s. 7d., or, if administration is included, from £4 9s. 5d. to £4 12s. 5d. It will be seen that the cost of administration has not increased in the same proportion as the direct cost of school upkeep; in the Central Office great economies have been exercised, and the staff diminished; still, with small schools, the cost of administration

must necessarily be greater, and it appears that in the Provisional Schools (with an attendance between 10 and 20), which have increased during the year from 23 to 55, the total cost per head would be found to be something over £7 if accurate figures could be arrived at. In these schools not only has the cost of teaching to be divided among fewer heads, but there is almost as much correspondence, etc., as for a large school, while sometimes, owing to distance, difficulties of transport, and the like, the cost of inspection may be actually higher. The expense of education in a Colony of such vast area must be somewhat abnormal.

"The need for increasing the salaries of Teachers has long been felt, and a new scale was introduced during the year,* which it is hoped will ultimately benefit the staff considerably. At present it has had little influence in the average salary, which is now only £1 or £2 above the previous year, being only £121 7s. 4d. for Head Teachers and Assistants.

"The salaries of the Teachers of Provisional Schools and Unclassified Assistants reduce the general average. There are 138 teachers in charge of schools containing under 50 children, and their average salary is £102 17s. 3d.; while the 62 masters and mistresses in charge of larger schools average only £206 1s. 8d. That the great majority of the profession should be so miserably, and the higher ranks so inadequately, paid is a grave detriment to the Service. There can be no more important work for the State than the training of its future citizens, and indeed rulers, for every State school child is a potential Premier, as every French Republican soldier was said to carry a Marshal's bâton in his knapsack. A teacher, to be an effective educator, must be himself well educated, and have been through considerable training. The best intellect of the country cannot be attracted to a profession which, while it requires a long period of preparation, offers very inadequate rewards for success. If Western Australian boys and girls of promise are to be induced to join the Service, the Training College must be established at once, and adequate State grants given to the student teachers who join it. The scale of salaries must also be such that they can look forward to reasonable comfort, as well as respect for their honourable position. The difficulties in obtaining promotion in the more stationary populations of the Eastern colonies have enabled Western Australia to secure some excellent teachers in the past, but it is becoming increasingly difficult to get able men and women to enter the service of this Department. Much praise is due to the present staff of the schools for their devoted work under many discouragements.

"The results of instruction in the schools show very considerable successes, and this Colony has no reason to be afraid of comparison with its neighbours. In spite of the new curriculum, the percentage of passes has increased in all subjects but arithmetic. In this there has been a diminution of one per cent. This is in no sense discreditable, since the arithmetic course had been completely re-modelled in the previous year, and a low standard allowed.

* See Appendix C.

This year the examiners made no allowances. In all subjects there was a general levelling up. The Chief Inspector points out in his Report that the general percentage of passes in the Metropolitan District in 1897 was 67, while in 1899 it had risen to 69, notwithstanding that in the meantime the revised curriculum had been introduced. That the Teachers in the schools should, at the end of two years, have attained this result in spite of the very considerable change of method required from them, is very creditable. In the Colony generally, 83 schools showed between 60 and 74 per cent. of passes, as compared with 60 schools in the previous year, while the "excellent bonus" was awarded to six schools (two in the previous year), and the "good bonus" rose from 32 to 58. As the new methods of instruction become familiar, there will doubtless be a still more marked improvement, and the Department has every reason to be satisfied with the start that has been made. . . . . All (the Inspectors) agree in taking a hopeful view of their districts, and agree also that the standard is being well maintained, and that any improvement that is shown is a thoroughly real and not a fictitious one. The Needlework Inspectress also congratulates the schools on the steadily increasing average, while the standard has been raised. The manual training side of the Department's work has been developed. In many country districts clay-modelling has been largely introduced. In Perth, 444 boys from the upper standards have received wood-work instruction—an increase of 148 on those attending the centre in the previous year. For the girls a new departure has been successfully instituted in the establishment of cookery classes, which have been attended by 230 pupils. Throughout the Colony drawing has been widely extended, and though the system introduced is entirely new, very remarkable progress has been made. One of the most important events of the Department's year has been the passing of the Education Act, which had been introduced but not carried in two previous sessions. The need of the Act has been for many years mentioned in the Reports laid before Parliament. It has given free education for all children of compulsory age; it has also systematised the work of compulsion. There is a gratifying increase in the percentage of attendance, which has risen from 75 to 79 during the year. This is the highest percentage of attendance achieved in the Colony since 1877, when 80 per cent. was recorded. Probably at that time the truants and irregulars, who pull down the percentage of a school, were not included in the school rolls at all, but escaped education altogether. Schools, too, were only established in centres where it was comparatively easy for children to attend. Now the Act provides for more accurate scheduling, which will, it is hoped, enable the Department to secure the enrolment of all children, while the swifter and easier provision for bringing to book truants and bad attenders should prevent the children of careless parents from being neglected altogether, or from injuring the education of their class mates by their irregularity. Great thanks are due to the police, who have, in the country districts, been most efficient compulsory

officers. Very important provisions dealing with Private Schools have also been passed, which will enable the Government to assure itself that children, not immediately under its control, are not falling behind the standard of education required for the welfare of the State. The provision which has made age and not attainment the reason for exemption from school will guard the little ones from premature work, and will prevent the brighter children being removed early from the influences of instruction which they need to bring their cleverness to its better development. There is a gratifying increase in the number of children remaining beyond the compulsory age of 14 (607), and it is pleasing to note that there were 326 children examined in the Ex-Seventh Class, compared with 94 in 1898. Technical Classes and Evening Continuation Schools have been carried on, and should extend and deepen the studies begun in the day schools. Proper facilities for technical education are still much needed, and it is specially necessary that in this Colony instruction in the sciences useful for mining should be given. . .

"The staff of Inspectors has not been increased since 1896, though the number of children has been doubled. One of the Inspectors points out in his report that he has travelled 12,500 miles. Now that Private Schools have also to be inspected, it will soon be necessary to add another Inspector. . . .

"In conclusion, I can safely promise that the Department will endeavour to still further develop the work which is showing such satisfactory progress."

(ii.) Finance.

Statement of Educational Votes for the Year 1899.

Receipts.	£	s.	d.	Disbursements.	£	s.	d.
To Amount received from Treasury on Account of Vote 1898-99 -	30,183	12	6	(*a*) Departmental -	8,533	19	6
To Amount received from Treasury on Account of Vote 1899-1900 -	31,844	14	8	(*b*) Public Schools -	40,656	17	3
				(*c*) Provisional Schools -	4,622	3	9
				(*d*) Special Schools -	1,224	10	7
				(*e*) Half-time Schools -	731	9	4
				(*f*) S. P. D. Schools (schools in sparsely-populated districts)	144	7	10
				(*g*) Exhibitions, Scholarships, etc. - -	648	1	9
				(*h*) Compulsion - -	618	17	4
				(*i*) District Boards -	1	18	9
				(*j*) Examinations - -	115	1	11
				(*k*) Evening Schools -	540	10	1
				(*l*) Technical Education and Manual Training - - -	1,113	7	4
				(*m*) District Board Elections - - -	135	7	6
				(*n*) Training of Teachers	110	17	1
				(*o*) Purchases into Stock	2,728	10	7
				(*p*) Miscellaneous - -	102	6	7
Total -	£62,028	7	2	Total -	£62,028	7	2

Average Cost per head of Average Attendance—1899.

Class of Schools.	Number.	Average Attendance.	Cost per head.	*Including Administration.	†Including Administration.
			£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
State Schools - -	126	11,185	3 14 7	4 9 3	4 5 0
Half-time Schools -	16	185	4 6 8	5 1 4	6 8 9
Provisional Schools -	55	841	5 8 9	6 3 6	8 8 3
Special Schools - -	6	208	5 17 10	6 12 6	7 4 5
S.P.D. Schools - -	4	46	3 0 6	3 15 2	7 0 6
Total - - -	207	12,465	3 17 9	4 12 5	4 12 5

Cost per head of Enrolment.

Class of Schools.	Number.	Enrolment.	Cost per head.	‡Including Administration.	†Including Administration.
			£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
State Schools - -	126	14,462	2 17 8	3 9 1	3 5 8
Half-time Schools -	16	233	3 8 8	4 0 1	5 1 11
Provisional Schools -	55	1,035	4 8 5	4 19 10	6 16 9
Special Schools - -	6	263	4 13 2	5 4 7	5 14 2
S.P.D. Schools - -	4	60	2 6 4	2 17 9	5 7 9
Total - - -	207	16,053	3 0 4	3 11 9	3 11 9

* The cost of administration of each class of school, as shown in this column, is based on the total average attendance of each class.

† The cost of administration of each class of school, as shown in this column, is based on the number of schools in each class.

‡ The cost of administration of each class of school, as shown in this column, is based on the total enrolment of each class.

(iii.) ATTENDANCE.

(*a*) *Extract from the Report of Mr. W. E. Wray, Chief Compulsory Officer.*

"The total number of children enrolled on the last day of the year was 16,033 an increase of 1,896 on the number of the preceding year. These numbers, of course, apply solely to the Government Schools of the Colony.

"I am pleased to be able to report the percentage of average attendance to enrolment has increased, being 79 as against 75 for the previous year. In comparison with the statistics furnished by the other Australasian colonies this must be considered as very satisfactory, and I hope to see so good an average maintained. . . .

"The question of compulsory education engaged the attention of our own Parliament last session, with the result that an

entirely new Act ("The Public Education Act, 1899," 63rd Vict., No. 3) was passed, containing measures far in advance of previous Acts for dealing with compulsion. Among these may be mentioned the forbidding of employment of children of school age during school hours, except by special permission of the Minister; providing for the compulsory registration and efficiency of private schools; empowering a census to be taken of all children within any district.

"During the year the Department received much valuable aid from those members of the police force who were authorised to act as Compulsory Officers. The duties were carried out with promptitude, and much tact was exercised in dealing with cases where required. The result has amply proved the wisdom of obtaining these appointments, and I should like to see the system further extended. The great obstacle in the progress of elementary education is the early age at which children leave school. Everyone practically concerned with the work of our schools knows how serious the effects of this obstacle are upon the education of the children. I cannot help noticing that there is a growing tendency on the part of the parents to seek to withdraw their children from school at the earliest possible age to go to work. Although the new Act gives the Minister power to grant exemption from school attendance to children between 12 and 14 on the grounds of sickness or poverty of the parents, many applications are made which upon inquiry are certainly not based upon either of these grounds. So many of these applications are being made that great discrimination will need to be exercised in dealing with them. I do not hesitate to say that we lose the benefits of a great part of our expenditure on education, because, just at the period when education in the proper sense begins, children are withdrawn from educational influences.

"During the year exemptions were applied for in 60 cases, of which 50 were granted and 10 refused. Final cautions were issued to 359 parents, and 108 prosecutions were authorised, with the following results:—Fined, 83; cautioned and costs inflicted, 10; dismissed, 1; sent to Industrial School, 12.

"15th March, 1900."

(b) Number of Schools in operation at the close of the year, 1899.

State Schools	125
Half-time Schools	14
Provisional Schools (including Quindalup)	56
S.P.D. Schools	4
Special Schools	6
Total	205

(c) *Attendance and Staff Return Government Schools*, 1899.

SUMMARY.

	Staff.									Number on Roll last School Week.			Average Enrolment for Year.	Average Attendance for Year.
	Head Teachers.		Assistants.		Pupil Teachers.		Monitors.		Sewing Mistresses.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		Boys.	Girls.	Total.		
State Schools - -	99	27	41	95	8	52	7	36	33	7,886	6,770	14,656	14,299	11,341
Provisionl Schools -	17	40	—	—	—	—	—	—	5	578	526	1,104	1,121	893
Half-time Schools -	8	—	—	—	—	—	—	—	2	125	108	223	216	185
S.P.D. Schools -	—	3	—	—	—	—	—	—	—	31	29	60	53	46
Total - -	124	70	41	95	8	52	7	36	40	8,620	7,433	16,053	15,689	12,465

(*d*) The following is a statement of the attendances in the Schools for the last 28 years. Previous to 1896 the figures include those of the Assisted Schools, and the figures for the last four years are those of Government Schools only:—

Year.	No. of Schools.	Enrolment.	Average Attendance.	Percentage of Attendance to Enrolment.
1872	73	3,475	2,400	70
1873	79	3,431	2,523	73
1874	84	3,830	2,772	72
1875	78	3,758	2,921	78
1876	80	3,864	3,101	80
1877	78	3,861	3,096	80
1878	87	4,070	3,097	76
1879	91	4,053	3,156	77
1880	86	4,046	3,108	76
1881	90	4,004	3,109	77
1882	92	4,051	3,173	78
1883	93	4,061	3,193	78
1884	90	4,273	3,167	74
1885	94	4,479	3,349	75
1886	89	4,508	3,346	74
1887	90	4,673	3,600	77
1888	93	4,679	3,659	78
1889	94	4,744	3,625	76
1890	101	5,014	3,818	76
1891	104	5,345	3,910	73
1892	117	5,973	4,324	72
1893	127	6,338	4,625	73
1894	137	7,418	5,367	72
1895	152	8,744	6,393	73
1896	150	9,008	6,470	72
1897	167	12,262	8,976	73
1898	186	14,424	10,915	*75
1899	207	16,053	12,465	*79

* Calculated on average attendance to average enrolment.

(iv.) Age Return for 1899.

Boys.				Girls.				Totals.			
Under 6.	6 to 14.	Over 14.	Totals.	Under 6.	6 to 14.	Over 14.	Totals.	Under 6.	6 to 14.	Over 14.	Totals.
958	7,385	263	8,606	821	6,272	344	7,427	1,779	13,647	607	16,033

(v.) Free Education, 1899.

Section A.—Inability to pay fees.
„ B.—Living over one mile from school.
„ C.—Having made 400 half-day attendances in previous year,
„ D.—Other reasons approved by Minister.

A.	B.	C.	D.	Totals.
1,861	2,390	1,546	13	5,810

Note.—Under the provisions of "The Public Education Act, 1899," the collection of fees was abolished from 7th October, 1899.

(vi.) INFANT SCHOOLS.

The following remarks appear in the Report of Mr. J. P. Walton, Chief Inspector of Schools, 1899:—

"It is with much pleasure that I am able to record progress in the matter of suitable and efficient education of infants. The Infants' Schools, as opposed to Infants' Classes, found at Perth Central, Beaconsfield, and Fremantle are capital Institutions, taught by devoted and able teachers, where every effort is made to impart instruction to the little ones on the most modern and approved methods. The progress in such schools has been far more rapid and thorough than in those where the infants are an appendage to the senior school, and I would strongly recommend the establishment of separate schools for the younger children wherever a sufficient number of little ones can be found.

"It is once more necessary to warn teachers that they have not introduced the Kindergarten system when they have included a few varied occupations into their time tables. These are useful as providing a change of occupation, and thus relieving the monotony of school life; but Frœbel introduced a system, a method of teaching, which should affect every lesson and every subject. Teachers should make a study of the principles underlying the system, and not rest satisfied with producing a few specimens, more or less well executed, of paper-folding, embroidery, mat-weaving, etc."

(vii.) SPECIAL RELIGIOUS INSTRUCTION, 1899.

Special Religious Instruction was given in 117 Schools by:—

——	Schools
Church of England alone in	85
" " and Congregationalists	3
" " and Wesleyans	12
" " and Presbyterians	2
" " and Baptists	3
" " and Roman Catholics	1
" " and Hebrews	1
" " and Congregationalists and Wesleyans	2
" " and Wesleyans and Presbyterians	5
" " and Wesleyans, Congregationalists, Presbyterians, and Baptists	1
" " and Wesleyans, Congregationalists, and Salvation Army	1
Presbyterians alone	1
Total	117

(viii.) MANUAL TRAINING, 1899.

	Number of Scholars passed through Class during Year.	Number on Roll at end of Year.	Days open.	Classes held.	Attendances made.	Average Attendance.	
						Per Day.	Per Class.
1899.							
Carpentry (Boys)	444	283	209	621	11,448	55	18
*Cookery (Girls) -	230	92	157	247	2,916	19	12
Total - -	674	375	—	868	14,364	—	17
1898.							
Carpentry (Boys)	296	260	109	269	4,355	40	16

* Classes in Cookery were opened 12th April, 1899.

Dealing with Inspection and Examination, Mr. J. P. Walton, Chief Inspector of Schools, says in his report for 1899:—

" Most of the schools introduced some form of Manual Work. The favourite subjects were Clay-modelling, Cardboard-modelling, and Agronomy. During the coming year it is expected that Manual Work will receive additional attention, and from the aptitude shown in this direction by many of the children, no doubt good progress will be made."

See also above (i.) Extracts from the Report of the Hon. the Minister of Education.

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

(i.) The full text of the various Education Acts from 1871 to 1899, with regulations framed thereunder.

(ii.) Report of the Commission on Education, 1888.

(iii.) Recent Reports of the Education Department.

(iv.) Plans of School Buildings.

And other documents relating to Education in Western Australia.

APPENDIX A.

SUBJECTS OF INSTRUCTION IN ELEMENTARY SCHOOLS.

SCHEDULE I.

Scripture.

Standards I. and II.—Lessons from incidents in the lives of the following Biblical characters, *e.g.*, First year: Noah, Isaac, Joseph, Moses, Samuel, David; Second year: the three Hebrew children, Daniel, Hezekiah, King Josiah, Elijah, Elisha, Jonah.

Standards III. and IV.—Irish National Book. First year: Old Testament, No. 1; Second year: New Testament, No. 1.

Standards V. and VI.—Irish National Book. First year: Old Testament, No. 2; Second year: New Testament, No. 2.

Standard VII.—In small schools (*e.g.*, below 100 average attendance) this standard may take Scripture with Standards V. and VI. In larger schools they must study the whole series of Irish National Books.

Moral lessons must also be given, *e.g.*, in temperate use of foods, drink, n truthfulness, honesty, cleanliness, perseverance, reverence, modesty, etc.

Arithmetic.

General Principles.

1. In the earlier stages all numbers are to be learned and all processes explained by the actual observation and handling of suitable objects; and in all stages every process is to be thoroughly understood by the pupil. Simple apparatus and diagrams—coins weights and measures—must be provided.

2. Mental exercises are in all cases to precede written, and concrete quantities are to precede abstract.

3. The processes used in written arithmetic are not always suitable for mental calculations, and therefore should not be followed in working sums in the head. Speaking generally, mental calculation works from the higher constituent part to the lower, while in written work we begin with the last part thought about (the units).

4. Problems and applied questions should have reference to daily life and experience.

Teachers will find the course treated fully in the various parts of the "Adelaide Teachers' Manual of Arithmetic."

Infants.

The numbers from 1 to 12.—To understand and make calculations with these. To write figures from 0 to 9. Counting forwards and backwards by intervals of 1, 2 and 3 up to 12. Addition, Subtraction, Multiplication and Division to be taught, but no number higher than 12 to be employed in the questions or required in the answers. Easy problems on common objects or on the Tables specified.

Tables.—Money—12d. = 1s. 2 sixpences = 1s. 4 threepences = 1s. 2 ha'pennies = 1d. 4 farthings = 1d.

Time—7 days = 1 week, and to learn the names of the days in order.

Length—12 inches = 1 foot. 3 feet = 1 yard. Children in this class may learn to count forwards to 100.

STANDARD I.

The numbers from 1 to 100.—The division of the hundred into tens as well as the composition of every number up to 100. Thus 45 should be analysed into 4 tens and 5 ones. Objects, Diagrams, or number pictures to be used at first. Written arithmetic begins in Standard I.

The 4 simple operations, no number higher than 100 to be employed in the questions or required in the answers. Constant practice in the various combinations under twenty. Exact tens should be added, subtracted, etc., orally. Subtraction explained by the use of the notation box. Counting forwards and backwards by intervals of 2, 3, 4, 5 and 10.

Multiplication and Division Tables to 72. The meaning of $\frac{1}{2} + \frac{1}{4}$ and $\frac{3}{4}$ by concrete examples. Oral addition of money under 1/-. Shillings up to 40 to be expressed as pounds and shillings, and pence up to 40 as shillings and pence.

Easy problems in following tables to be taught concretely where possible :—

Tables.—Money—20s. = £1. 10s. = $\frac{1}{2}$. 5s. = $\frac{1}{4}$. Pence table to 40d.

Time—24 hours = 1 day. 12 months (with names) = 1 year.

Length—22 yards = 1 chain. 66 ft. = 1 chain. 6 ft. = 1 fathom.

STANDARD II.

The numbers from 1 to 1,000.—Clearly understood, including analysis and synthesis.

Concrete representation of 1,000 may be given by the use of a diagram or by Sonnenschein's apparatus.

Oral practice in four operations on simple numbers, either in abstract or in easy problems (exact tens and hundreds to be considered simple numbers).

Special attention to mental addition and subtraction of numbers of not more than 2 digits.

Multiplication of 2 by 1 digit.

Oral practice in money questions of not more than 2 denominations.

The slate work of Standard I. to be taken orally.

Ordinary rules to be taught for slate working up to 1000. Multipliers and divisors not to exceed 12. Slate addition of money of 3 lines and subtraction in easy sums—not exceeding £10 in questions and answers.

Notion of Fractions by concrete examples; numerators to be confined to unity and denominators not to be higher than 12.

Easy problems in the tables below :—

Tables.—Multiplication and division to 12 times 12.

Pence table to 100—2/6 = $\frac{1}{8}$ × £1. 2/- = $\frac{1}{10}$ × £1.

Time—60 seconds = one minute. 60 minutes = 1 hour. 365 or 366 days = 1 year. (To learn the meaning of 1.50, etc., on the clock.)

Weight—16 oz. = 1 lb. 28 lbs. = 1 qr. 4 qrs. = 1 cwt. 20 cwt. = 1 ton.

Capacity—2 pints = 1 qt. 4 qts. = 1 gal.

Length—5½ yds. = 1 rod. 4 rods = 1 chain. 100 links = 1 chain. 80 chains = 1 mile.

STANDARD III.

The numbers from 1 to 100,000.—Mental working of the sums of Standard II. or easier sums of the slate arithmetic.

Mental calculations of prices of dozens, scores and grosses of articles.

Prices involving easier aliquot parts of a sovereign and shilling, to be calculated mentally (*e.g.*, 120 books at 2/6. 36 pencils at 3d.).

Simple and compound rules (money) divisors and multipliers, nct exceeding 99.

No number higher than 99,999 (and in money £99) to be employed in the question or required in the answer. Reduction will be taught.

Fractions—denominators to 12, numerators not confined to unity—by concrete examples. Three-fifths should be obtained by first getting one-fifth and then taking three times the result.

Elementary lessons in finding areas, first those which can be actually ruled out on the slate in square inches, then those in which it is possible to show the area dealt with in the schoolroom itself.

The children must learn practically the meaning of sq. in., sq. ft., sq. yd.

Tables.—Length—40 poles = 1 furlong. 8 furlongs = 1 mile. 1,760 yds = 1 mile.

Surface—144 sq. inches = 1 sq. ft. 9 sq. ft. = 1 sq. yd.

Weight—14lbs. = 1 stone. 112 lbs. = 1 cwt. 200 lbs. = 1 bag of flour.

Paper—24 sheets = 1 quire. 20 quires = 1 ream.

STANDARD IV.

Numbers to Millions.—Mental arithmetic on the same lines as explained for Class III., such additions being made as will suit the written arithmetic below.

Ordinary sums in the simple and compound rules and reduction. Household accounts and ordinary invoices. Small bills of parcels.

Cubic contents of rectangular solids. The sums must deal with the objects the children see around them. Diagrams should drawn on the blackboards and on the slates.

Fractions – denominators to 24. Meanings of ·5, ·25, and ·75 and corresponding value in vulgar fractions. G.C.M. and L.C.M.

First ideas of percentages. Only exact hundreds will be dealt with, and the percentages will be 10, 20, 25, 50, and 75. In addition the ordinary percentages used in trade discount (2½ and 5) will be learned and will be shown to correspond with 6d. and 1/- in the £.

Tables.—Surface—10 sq. chs. = 1 acre. 4,840 sq. yds. = 1 acre. 640 acres = 1 sq. mile.

Solidity—1,728 cub. in. = 1 cubic ft. 27 cub. ft. = 1 cub. yard.

Weight—2,240 lbs. = 1 ton, but 2,000 lbs. = 1 ton of flour or chaff; 1 cub. ft. of water weighs 1,000 oz. or 62½ lbs.; a gallon of water weighs 10 lbs.

Capacity—2 gallons = 1 peck; 8 gallon = 1 bushel; about 6¼ gallons of water = 1 cub. ft. or 100 gallons = 16 cub. ft.

STANDARD V.

Mental arithmetic as before.

The ordinary operations for adding, subtracting, multiplying, and dividing easy fractions.

The meaning of such decimals as are used in common life should be taught.

Simple practice.

Questions on subjects occurring in actual life to be worked by first principles (unitary method).

Mensuration of areas of ordinary life as (1) rectangles, (2) 4 sided figures with 2 sides parallel, (3) triangles with given height.

To measure tanks rectangular or cylindrical with given diameter and depth (the area of a circle to be taken as 3 1-7th the square of the radius and the circumference 3 1-7th times the diameter). These facts must be demonstrated experimentally as far as possible.

All sums in mensuration should be illustrated by diagrams to scale.

Simple percentages and ordinary discounts.

Simple interest, the rates may be confined to 2½, 3, 4, 4½, 5, 6, 7, 8, and 10 per cent., and the period to years, half years, and quarters.

TABLES.

All the ordinary Tables.

STANDARD VI.

Mental arithmetic as before.

Vulgar fractions and decimals (excluding recurring decimals).

Solution of problems.

Interest more fully studied, including compound.

In connection with decimals the process of decimalizing money at sight should be taught, and also contracted multiplication These processes should be applied to the calculation of prices and other applied questions.

The mensuration of common life to be fully studied.

Square root to be begun.

STANDARD VII.

Mental as before.

Vulgar fractions and decimals (including recurring decimals).

Present worth and discount.

Profit and loss.

Investment of savings. Easy stocks and shares.

Averages and percentages.

Ratio and proportion.

Mensuration of areas and volumes.

Approximate calculations.

WRITING.

General Principles.

This will be prepared by the drawing in the Infant classes, the straight lined letters made there and the curves gradually learned being utilised for various letters in turn.

Teachers who are not themselves able to write first-rate copies on the board with speed and accuracy are advised to write on paper or card large specimens of each letter as perfectly as possible. These can be hung on the wall as models or combined on the board to make words. The blackboard, however, must always be used in a writing lesson to point out the methods of forming and joining letters, or the errors made by the children.

The upright style of writing is recommended, but any graded set of copy-books may be used, as long as they have been approved by the Department. If the teachers prefer to set their own copies books need not be used, but the children may write in blank books, all of which will be retained for the Inspector, like the copy books. Great care must be taken to ensure that children copy good models ; too often they are allowed to write a word so

many times that they only copy their own writing, and deteriorate instead of improving as they go on. In a copy book it is often well to let a child begin at the bottom and work upwards.

In transcription the greatest care should be taken to see that capitals and stops are copied, as well as that the spelling is quite correct. Dictation lessons should be prepared beforehand. The teacher should always endeavour to *prevent* the child from spelling the word wrongly. Children will be required to keep an exercise book for dictation and transcription only, which is to be shown to the Inspector at the annual examination. These books may be corrected out of school. If the errors are such as the child at his stage of knowledge might have avoided, the teacher should simply underline them and call on the pupils to correct them, but where they arise from insufficiency of knowledge the teacher should correct them and discuss them with the child. Alterations will be taken into account by the Inspector; erasures will not be allowed. Teachers must guard against these on the slates as well as on paper.

INFANTS.

Infants will not be required to write until their last year in the Infant school, and then only the small letters in simple words will be required.

STANDARD I.

To write on slate simple words with capital letters from dictation, and to transcribe on paper and slate from print.

STANDARD II.

Copy books or other exercises in penmanship.

To write on slate from dictation words taken from the reading books in use in the standard, and which the children have previously spelt.

STANDARD III.

Penmanship and transcription.

To write on slate from dictation a paragraph not exceeding eight lines in length.

STANDARD IV.

Penmanship and transcription.

To write on paper, from dictation, a paragraph not exceeding eight lines in length.

STANDARD V.

Penmanship.

To write, from dictation, a paragraph not exceeding eight lines.

STANDARD VI.

Penmanship.

To write, from dictation, a paragraph not exceeding ten lines.

STANDARD VII.

Penmanship.

To write, from dictation, a paragraph not exceeding twelve lines.

READING.

General Principles.

Teachers are at liberty to chose their own methods, but the Primers are based on the Adelaide system, which is phonic. The Alphabet need not be taught. As soon as the children are able to read single words they must be trained to attach a distinct idea to them. Similarly, in a sentence they must grasp the sense distinctly. Punctuation must be taught early. Lessons on word-building should be given throughout. The children must

be made to understand what they read, and to read in such a way as to show that the meaning has been grasped; the teacher should frequently read as a pattern, and simultaneous reading should be used to give fluency and expression. Monotonous and sing-song reading must be strenuously repressed. Local accent to be steadily combated. Special care taken to pronounce final consonants distinctly, as well as the aspirate. Teachers must bear in mind that their object is to teach children to read—not to read a particular book. The Inspectors may ask the children to read from unseen books, as well as those prepared.

INFANTS.

I. Sounds and forms of simple letters and words.
II. First Primer (Victorian).
III. Second Primer (Victorian).

STANDARD I.

Two Readers approved by the Department.

STANDARD II.

Two Readers.

STANDARD III.

Two Readers, of which one may be Stories of English History.

STANDARD IV.

School Paper (Victorian III.).

STANDARD V.

School Paper (Victorian IV.).

STANDARD VI.

Australasian Reader V.

STANDARD VII.

Reader to be approved, or a continuous story, biography, or book of travel to be taken, approved by the Department.

In Standards V., VI., and VII., Gardiner's History Readers; and for boys, Agricultural Text Books will be used in addition. Standard IV. will read Nelson's Queens and Kings or some other stories of English History.

SPELLING.

Spelling is taugh by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance; by transcription; by dictation; by word-building; and by learning words of exceptional difficulty by heart. After the reading lesson words may be spelt orally or written on the slate. During the lesson difficult words should be picked out and written on the board. The words should, when necessary, be divided into syllables and sounds. In writing on the board words pronounced the same but spelt differently and with different meanings, the teacher must be careful to write each in a sentence. To write down "were" and "where," or "pane" and "pain" without their meanings teaches nothing to the children as to the occasions on which to use each.

In word-building in the upper classes valuable practice in English is given if the root of various words is shown from the first, with prefix, etc. From "like" can be drawn "likely," "likeness," "childlike," "dislike," etc.

In the Infant Schools word-building will be used for forming simple words out of the ordinary sounds associated with the letters. It should be noted that it is irregularity of structure, not the number of syllables, which makes a word difficult. From the earliest stages children should be taught to read long words of simple character by breaking them up into syllables.

The Inspectors will not require every word in the reading books to be spelled correctly, but any regular words must be known and all irregular words learned in a lower Standard, or similar words so learned. Words in common use are to be selected.

Drawing.

Drawing will be taught in accordance with the Syllabus published by the Department of the Science and Art, South Kensington, known as Number III. Alternative Illustrated Syllabus of instruction in Drawing in Elementary schools.

General principles are given in the syllabus.

The slate slots in the desks will be found useful for holding mill-board or the other material used.

The full syllabus will not come into use till 1901, but teachers are expected to work some of the drawing of each standard or to take the earliest standards throughout the school.

English.

General Principles.

The object of instruction in English is to enable children to speak and write clearly, distinctly, and correctly, and to enlarge their vocabulary. Too much stress is generally laid on an acquaintance with a number of technical terms, which have little influence on the speech of the learner. Conversation lessons will enlarge the vocabulary, as well as teach the children to express themselves. The teacher will make the pupils find out the names of objects in school, home, or workshop; of animals, domestic and wild; of plants; of geographical names, etc. He will discuss the form and use of objects, their colour, the habits of animals, etc.

Great care must be taken to exclude triviality in selecting pieces for recitation. It is easy to mistake childish for childlike things. In the higher classes pieces should be chosen from standard writers and should be national and popular in their tone. As far as possible, complete poems must be learned, but scenes from plays which are fairly complete may be taken if the plot is explained. Dialogue is recommended, as it is both interesting and leads to good dramatic expression without theatrical forcing.

Analysis of sentences must not consist in taking up the words one by one and parsing them, but should be rather dealt with synthetically, *i.e.*, the simple sentence, noun and verb should first be taken. Example—"The boy sings." Then the predicate may be completed: "The boy sings a song." Next some extension: "The boy sings a song in the schoolroom." Then would follow adjectives: "The best boy sings a beautiful song in the large schoolroom." Then the personal pronoun and another sentence: "The boy sings, etc.; he is practising for a concert, etc."

Infants should learn by heart the words of one or two little songs, and a few lines of some simple recitation. They can begin to answer in sentences. Little conversation lessons should be given to encourage them to express themselves readily.

Standard I.—Children must answer questions in complete sentences. They must be able to analyse them into subject and predicate. This must be observed throughout the Standards, and in all lessons except arithmetic. Conversation lessons should be continued. The children should narrate incidents in their home life, at first with the help of prompting and questions from the teacher, but they should gradually learn to express their own sensations and observations in simple, correct and complete phrases well pronounced and accented. Children must learn to recite with intelligence 20 lines of poetry, and explain its meaning. Teachers will be expected to take 3 pieces of 20 lines during the year, but the last learnt only will be taken at the annual examination. If possible a selection should be made from outside the Reading Book. The children should be told the meaning of a noun and pronoun, and learn to point them out.

Standard II.—Children must continue to practise the expression of personal narratives and a correct elocution of these will be taught. Analysis

as in Standard I. They will be taught adjectives as well as nouns, and will learn the formation of the plural. They must be able to add suitable qualifying adjectives to given nouns. They should learn to recite, as above, 30 lines of poetry.

STANDARD III.—Children must learn to reproduce orally the substance of a short story, and reproduce in their own words the sense of a sentence or piece they have read. Analysis of sentences into subject, verb, and object. They will be taught verbs with the three principal tenses (present, past, and future). They will analyse and form sentences containing given nouns, adjectives, and verbs. 40 lines of poetry to be recited, or 30 lines of prose.

STANDARD IV.—Children should write sentences to contain nouns, or pronouns, adjectives, verbs, and adverbs, and be able to analyse a simple sentence. They will continue to practise oral reproduction of short stories or pieces they have read, and will describe any suitable object. Not less than 40 lines of poetry to be recited and 10 lines of prose (passages from Scripture may be selected, but Teachers must exercise great discretion, especially should there be Jewish children in the School).

STANDARD V.—Children should learn how to write a letter. They can continue to express themselves orally, giving an account of something they have seen, heard, or read of at home. They must be able to analyse more difficult simple sentences. Not less than 40 lines of poetry and 12 of prose to be recited.

STANDARD VI.—Children must reproduce in writing the substance of a short story or piece they have read. The Teacher may read the piece through twice, and should call attention to the main ideas and their sequence. At first these should be written on the blackboard. These compositions should be corrected in class, and might sometimes be re-written, but the books with the original mistakes should be preserved and shown to the Inspector. Analysis of easy complex sentences. The meaning and use of common Latin prefixes and affixes. Lessons on the roots of words. Teachers may use the Derby Complete Grammar Summary or other suitable book. Fifty lines of poetry and twelve of prose to be recited.

STANDARD VII.—Written composition on an easy theme. Analysis of complex sentences, and parsing of nouns, verbs, adjectives and adverbs. Prefixes, affixes and roots. Sixty lines of poetry and twenty of prose to be recited.

Note.—Macmillan's New Series of Recitation Books are recommended, but Teachers may choose any other pieces. The notes given are, of course, only of the more difficult words. The children must not learn these by heart but must be prepared to explain in their own language the meaning of the words and passages annotated as well as those not mentioned.

GEOGRAPHY.

General Principles.

No text books for the facts of Geography should be used by the children; the teacher will orally fill in the knowledge they obtain from topographical observation and study of the globe and map. Books of travel etc., may be read to impart general interest. Leave unlearnt, if possible unmentioned, whatever in the way of names, and especially of figures, cannot be remembered permanently. In heights, sizes, etc., it will be sufficient to give the last or even the last two figures in round numbers, and they should always be compared with others known to the children, as figures have not an absolute but only a relative value.

The instruction will begin with the school and immediate neighbourhood, and with elementary knowledge of physical features, and will be gradually extended so as to give a general knowledge of the world.

Geography from the first must include some knowledge of climate and productions, as well as mere topography, but physical geography must precede historical and mathematical.

Teachers are advised to provide themselves, if possible, with a collection of pictures of places and people, but the latter should show national characteristics, and the former, as far as possible, peculiar physical or other features. The main streets of the various capitals have a general similarity which is not instructive as to their differences. Pictures of agricultural, mining, and manufacturing processes would also be valuable.

INFANTS.—First notions of a map to be given from a plan of the schoolroom, to be drawn on the blackboard to scale by the teacher from measurements actually taken by the children themselves. The board should at first be laid on the floor so that the lines may correspond. The children must be taught to point out on the plan the positions of desks, windows, chairs, etc., or to move a chair to different parts of the room as indicated on the plan.

STANDARD I.—Plan of room, and, if possible, school, to be measured and drawn to scale by the children on their slates. Marked rulers will be required. The cardinal points of the compass are to be learned by observation of the sun, and noted both on the plan and in relation to neighbouring prominent buildings or other objects.

STANDARD II.—School and playground to be measured and drawn by children. The neighbouring streets and fields to be drawn on blackboard by teacher, from observations and rough measurements by children. The children should also make a sketch plan on their slates from observation. The cardinal points to be always borne in mind. A knowledge of the neighbourhood within ten miles of the school must be acquired. Teachers are advised to make maps from those supplied by the Lands Department, but to omit block boundaries, and insert farms or houses, roads or tracks of importance, etc. The children must know whither the roads lead, what creeks, etc., are crossed within the ten miles' radius, the principal buildings, the character of the country, and occupations of the people.

Simple geographical terms will be learnt by observation, *e.g.*, in various districts, road, railway, plain, hill, valley, creek, well, forest, meadow, lake, river (with right bank and left bank), sea, coast, bay, cape, island. A few shovelfuls of sand and some water will give fairly clear ideas of such terms as cannot be learnt by observation. Definitions should not be learned till the children have clear ideas of the meaning of the thing defined. The children's own descriptions, if fairly accurate and intelligent, should be preferred to a book definition.

Elementary ideas of the sun and earth to be given. It will be sufficient to describe the earth as a globe travelling round a larger one. and to give some idea of the relative sizes.

STANDARD III.—More accurate knowledge of the physical features and products of the district and of West Australia. Physical maps of West Australia to be drawn on slate by the children from memory. Scale to be carefully explained. Length and breadth, etc., to be illustrated by comparison with distances known to the children, *e.g.*, the road to school, the height of a spire. The most important capes, rivers, mountains, etc., to be named. Elementary ideas of the physical globe to be given, and the position of West Australia indicated. The names of oceans and continents to be taught, and the chief climatic zones indicated. Meridians and parallels to be explained. These will be used in map-drawing, but as straight lines. A fuller explanation of geographical terms to be given. Day and night should be explained. A stick in playground, stuck upright, should be used to explain time, etc.

> *Note.*—In map-drawing, to represent a mountain system, curves bulging outwards are recommended. The steeper (*a*) or gentler (*b*) bend of these curves, together with different thicknesses of line, to indicate comparative height or steepness of the ascent. This can later be developed into more accurate contours.

A

B

Standard IV.—General Geography of West Australia, including towns, railways, chief products and industries. Early exploration to be touched upon. The principal trade routes are to be indicated, and the countries named from which the chief imports are derived. Physical maps of Australia and New Zealand to be drawn on paper by the children from memory. Chief mountains, capes, rivers, and islands to be known by the children. Meridians and parallels to be more fully explained.

The moon to be described, and the children made to observe the appearance of new and full moon, noting the number of days from one full moon to the next.

Standard V.—Physical features of Europe, and more particularly of the British Isles. Lessons on climate to be deduced from these and compared with Australia. These will include some references to vegetation, and to the charteristics of the inhabitants.

The general geography of Australasia, with memory maps of the colonies, including principal towns and railways. Products and trade routes to be taught.

Standard VI.—General geography of the British Isles and other European countries. Important names only to be learned, and memory maps drawn. Trade and products especially to be noticed. Some account to be given of the various races.

The movement of the earth and the causes of the seasons to be explained, with special comparison of the English and Australian seasons.

Standard VII.—General geography of the World. Memory maps of the continents. Important names only to be learned. Commercial centres and main areas of various kinds of production to be especially studied. The British Empire to be more particularly dealt with. The solar system, the moon, tides, ocean currents, trade winds, circulation of water on the earth by evaporation, dew, rainfall, glaciers, rivers, seas, changes of coast line produced by the action of water, hot springs, earthquakes and volcanoes.

Physiography to be taken on general lines.

In small schools modifications of the above Standards are permitted. Schemes should be submitted to the Department. The general outlines of the above scheme to be observed, but, *e.g.*, Standards I. and II. might be grouped as Topography; Standards III. and IV. deal with the physical globe and more particularly Australia; Standards V., VI., and VII. dealing with general geography, allow of considerable alteration in the order of lessons. A school might thus be divided into three classes, each taking two years or more.

History.

A general outline of English History must be acquired, and the biographies of great men should be specially studied. The early Australian explorers might be taken.

The lower classes might have short stories from English History taught in the coversation lessons.

Standard III. may take Nelson's Stories of England as a Reading Book, but should at any rate learn the matter contained in it.

Standard IV. will take Nelson's Kings and Queens of England. General knowledge of the book will be required.

Standards V., VI., and VII. will read Gardiner's Student's History in three parts. They will be expected to know some of the leading facts and dates thoroughly.

Kindergarten—Varied Occupations.

Manual Work (with Drawing).

Young children exhibit a love of movement and an eager desire of questioning. These must be trained, not repressed. Kindergarten training aims at the harmonious development of the child's nature, and its games stories, and occupations stimulate the mind, while strengthening sense, perception, and bodily activity.

In the Infant classes, drawing, paper folding, sticklaying, building, etc., will teach the children accuracy of eye and usefulness of finger. These might be developed and extended in the upper classes. Where possible, the use of tools on wood should be taught to boys in the Fifth Standard and upwards. Other useful occupations for training hand and eye would be clay modelling in connection with the drawing, and cardboard cutting and modelling.

Caning chairs, brush making, basket making, and netting are all easily taught to children, and are useful occupations. They utilise the fingers and stimulate the creative faculty, though they have not the same educative value as the clay work or carpentry classes.

The production of merely pretty objects should be avoided. Wood-carving may be taken, but it is not recommended, design being better taught by drawing and the use of tools in the elementary carpentry.

Wherever possible, the teachers should give some manual work to the boys, to correspond with one at least of the needlework lessons of the girls.

Object Lessons.

The intention of an object lesson is to make the children observe some object, form their own ideas, and express them. They must be used in the infant classes and lower standards to enable the children to understand some of the qualities underlying the things which they see most commonly but of which they form no real conception. In the higher standards they should become lessons in elementary science, but still retain the experimental character so that the child himself is trained to observe phenomena and reason from his own observation. They must not be mere information lessons about objects, though these are very valuable, and should also be given. Teachers must submit to the Inspectors a list both of object lessons and information lessons given during the year. The actual object must always be used in the lesson if possible, but a good picture may sometimes take its place. A thorough examination of a few objects trains the children's observations better than a superficial treatment of many. The child must compare and contrast the object with others. Teachers should as far as possible illustrate details by drawing on the blackboard. The children might make simple drawings of the form they observe when possible on their slates or paper. Clay modelling would be still more valuable. To train the observation of the child his attention should be directed to the different parts of the object in an orderly manner, and their relation to the whole explained to him. The object should then be again treated as a whole. After the children have been trained to observe, they must learn to express clearly the result of their observations.

A list of suitable lessons might destroy the teacher's initiative; but any of the following would be good. Teachers must choose their own subjects:—

Lessons Specially Adapted for Town Schools.

The School Door—Its material, shape, construction.

Glass—Uses, manufacture, etc.

Drinking Water—How obtained, simple properties of water shown.

River—Boats, barges, etc.

Bricks—Size to be measured by children, shape to be drawn, manufacture, arrangement in 14 in. or 9 in. wall may be shown with wooden bricks.

Wood—For building, for lining, for burning; any local wood, *e.g.*, jarrah, sandalwood.

Corrugated Iron—Its uses, how made.

Kerosene—How obtained, properties, uses, dangers.

Gas—Pipes, works, etc.

Roadmaking and Paving—Common stones used.

Railways—The line, rolling stock, the railway men.

Horse—Hide, teeth, hoofs, tail, mane.

Cat—(Compare with dog)—eyes, rough dry tongue, pads and claws, teeth, method of holding prey, drinking, fur, whiskers, tail.

Mouse—(Compare with rat)—teeth, paws, tail, whiskers, eyes, ears.

Plant—*e.g.*, grown in school.

Shops—Their contents, *e.g.*, oranges, bananas, tea, sugar, currants, etc., etc.

The Baker—Flour, paste, bread, biscuits.

The Newspaper.

The Milkman.

The Postman—Addressing and posting letters—the stamp.

The Policeman.

The Omnibus.

Foods—Tea, coffee, potatoes, meat, etc.

The Garden and its contents.

Ventilation.

Sunrise, Noon and Sunset—Note the different objects over which the sun rises or sets each month, varying height above horizon at noon, length of shadow.

Cork—Uses, qualities; illustrated by experiment.

Country Schools.

The Land—Bush and plough land, soil, level or sloping; difference between sand and mud; hills, rivers.

The Sky—Clouds of three kinds ("heaps," "beds," and "feathers").

Wind—(Note and keep record of the direction of wind for several days) —warm and cold, rainy and dry winds.

Rain—Drops on dust form little balls, heavy rain tearing up roads.

Thunder and Lightning.

The Moon—Note the changes; draw the shape from week to week.

Snakes—Shape, covering, how they move, jaws, fangs.

Trees—Evergreen or deciduous (leaves might be pressed and their shapes drawn round by children); the gum, jam, fruit trees, etc.

Poison Plants.

Birds—Wild parrots, turkeys, wagtails, crows, swallows, etc.; feathers wings, beak, feet, motions, nests, eggs, food; fowls, ducks, etc

Animals—Kangaroos, iguanas, horses, sheep, dogs.

Flowers—Those obtained locally in different seasons.

The Cow—Compared with sheep and goat, food, teeth, chewing, tail hoof, horns, the dairy, butter and cheese making.

Parasites—As mistletoe.

The Farm—Plough, drill, reaping machines, grass, corn, root crops, vines, oranges, shooting seeds and flying seeds.

Bees and Beekeeping.

Butterfly—Colours, beauty, history.

Farmers' Pests—Insects, beetles, cockroaches, ants—their legs, wings, segments, mouth, breathing apparatus, etc.

Frogs.

Experiments should be made, *e.g.*, to illustrate plant growth, grow an onion in a bottle of water and note appearance of root and stem (a model in clay might be made at various stages of the growth), contrast with carrot; make simple experiments to show the effect of light on (1) leaves and (2) roots; celery—blanching; simple manuring of plants; how plants help or hinder each other's growth.

Simple experiments in displacement of water, its pressure and that of air, squirt pump system.

Comparison and contrast should be made, teeth and their uses in man, cat, cow, horse, snake; hair, fur and wool in the dog, the opossum and the sheep; the beaks of ducks, fowls, pelicans, magpies; the porous nature of sponge, chalk, blotting paper; things that melt—butter, tallow, sealing wax ead, iron; things that stretch—a football, an elastic band.

In the higher classes the experiments will of course be more difficult, *e.g.*, the combination of oxygen and hydrogen, filtration and distillation of water, its density compared with mercury. Crystals can be formed by hanging a thread in water in which powdered alum has been dissolved. Notions of the thermometer may be given. Measurements by eye, and by rule; weight—by hand and in scales, should be carefully taught. Machines may be explained—the bicycle, the sewing-machine, the threshing machine.

Teachers would find some simple book of experiments very useful, *e.g.*, J. A. Bower's Simple Experiments for Science-Teaching published by the S.P.C.K.

Drill.

General Principles.

Drill requires absolute accuracy and great smartness to be instructive. The lessons should be frequent and short. Any lessons of a quarter of an hour or over should be taken in the playground, care being taken to shelter the children from the sun. It is very useful to devote a few minutes between other lessons to extension exercises in desks.

Standard I.—Squad Drill—Part I. of Manual, Sections 2 to 7 inclusive, and Sections 12, 13, 14, 17, and 45. Physical Drill without Arms, Section 8 of Part I.

Standard II.—Same as Standard I.

Standard III.—Part I. of Manual, Sections 2 to 7, 12 to 22 inclusive, and 45, Section 8 of Part I., and Part II. to Exercise 5, Part III. to Section 6. Physical Drill to end of 3rd Practice, or Pole Drill, Part IV. to end of 7th Practice.

Standard IV.—Same as Standard III.

Standard V.—Part I. of Manual, Sections 2 to 7, 12 to 33, 35 to 45 inclusive, Section 8 of Part I., and Part II. to end, Part III. to end. Physical Drill to end of 4th Practice, or Pole drill to end of Part IV.

Standard VI.—Same as Standard V.

Standard VII.—Same as previous Standard

Music.

1. For purposes of examination in large schools the Standards will be grouped as under :—

Division 1. Infants.
Division 2. Standards I. and II.
Division 3. Standards III. and IV.
Division 4. Standards V., and upwards.

In small schools (under 100 average attendance) the following grouping will be taken :—

Division 1. Infants and Standard I.
Division 2. Standards II. and III.
Division 3. Standards IV., and upwards

2. The music tests will not be applied to individual children.

3. If the Inspector should notice that one or two voices are unduly leading the singing, he may silence such voices for the time.

4. Teachers will be allowed to start, but not to join in the singing, except when adding a bass or independent part to a song test.

Staff Notation.

Division 1.

1. To sing, as pointed out by the Examiner, the notes of the key-chord of C (Do, Mi, Sol, Do) in any easy order, using the Sol-fa syllables.

2. To sing an easy School song or Action song (three songs to be prepared).

Division 2.

1. To sing, as pointed out by the Examiner, using the Sol-fa syllables, the ascending and descending notes of the scale of C, the notes of the key-chord of C in any order, and also small groups of consecutive notes of the scale of C, as written on the blackboard by the Examiner.

2. Time test. To sing on one sound, to the syllable la or doh, an exercise in 2-4 or 4-4 time, which shall include minims and crotchets.

3. To sing in unison a School song (five songs to be prepared).

Division 3.

1. To sing, as in Division 2, a series of notes in the key of C, introducing F sharp and B flat.

2. Time test. To sing on one sound an exercise in 4-4 or 3-4 time, containing semibreves, minims, crotchets, quavers.

3. Ear-test. To imitate (not name) a simple phrase of not more than four notes, using the syllable la after hearing the Examiner sing it twice to the syllable la (or play).

4. Song test. To sing in unison a School song (five songs to be prepared).

Division 4.

1. To sing, as in previous Divisions, any simple Diatonic passage in the key of G (one sharp) and F (one flat), D (two sharps), B flat (two flats).

2. Time test. To sing, on one sound, a series of notes and rests in 2-2, 4-4, 3-2, 3-4 times, which may include dotted minims.

3. Ear test. To repeat and name any three consecutive notes of the scale of C, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some note of the key-chord.

4. Song test. To sing, in two or more parts, a School song (five songs to be prepared).

Tonic Sol-fa Method and Notation.

Division 1.

1. To sing from the modulator, the tones of a doh chord, in any easy order, using the sol-fa syllables.

2. To sing an easy school song or action song (three songs to be prepared).

Division 2.

1. To sol-fa from the modulator in any key—the key note and chord being given; the tones of the doh chord in any order, and the other tones of the scale in stepwise succession.

2. Time test—To sing on one tone to the syllable la or doh an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

3. To sing in unison a school song (five songs to be prepared).

Division 3.

1. To sol-fa from the modulator, in any key, simple passages in the major diatonic scale, including fe and ta in stepwise progression; also, to sol-fa at sight a written or printed exercise, including the notes of the doh chord in any order, and any other notes of the major diatonic scale in stepwise progression.

2. Time test—To sing on one sound an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole pulse rests on the non-accented pulses of the measure.

3. Ear-test.—To imitate (not name) a simple phrase of not more than four notes, using the syllable la, after hearing the Examiner sing it twice to the syllable la (or play).

4. To sing in unison a school song (five songs to be prepared).

Division 4.

1. To sol-fa any simple diatonic passage in the major key.

2. Time test—To sing on one tone, a series of notes in two-pulse, three-pulse or four pulse measure, including pulse and a half notes.

3. To imitate to la, and afterwards name any three consecutive tones of the scale, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some tone of the doh chord.

4. To sing a school song in two or more parts (five songs to be prepared)

SCHEDULE II.

Instruction in Needlework.

Standard I.—Needlework (Girls)—Hemming, Seaming, and Felling. Any garment or other useful article showing these stitches.

Standard II.—Needlework (Girls)—Same as Standard I., and gathering.

Standard III.—Needlework (Girls)—Stitching, pleating, sewing on strings, Herringbone Stitch. Any suitable garment.

Standard IV.—Needlework (Girls)—Same as Standard III., with the addition of Buttonholes.

Standard V.—Needlework (Girls)—the work of the former Standards and Sewing on Buttons, Patching in calico, print and flannel. Any suitable garment.

Standard VI.—Darning Stocking-web material (thin places and holes).

Standard VII.—Cutting out and fixing work.

SCHEDULE III.

Needlework Examination Schedule.

	Exercises.	Material Required.
Infants Class 3.	To hem a piece of calico 3 inches long in two colours of cotton (one side only.)	A piece of calico 3 inches long.
Standard I.	To fix and work a sew and fell seam of 3 inches.	Two pieces of calico 3 inches by 2½ inches.
Standard II	A. To fix and work a sew and fell seam of 3 inches. B. To gather and stroke a piece of calico 5 inches by 2½ inches.	A. Two pleces of calico 3 inches by 2½ inches. B. One piece of calico 5 inches by 2½ inches.
Standard III. and Standard IV.	A. To make a band and fix it for gathers, and work not less than 2 inches, and sew on a string. B. To fix and work a sew and fell seam of 3 inches, turn down and fix for hemming the four sides of the material. C. To work 3 inches of herring-boning. D. To gather and stroke down 5 inches and fix it into a band of 2½ inches and set it in 1½ inches. (Standard IV. only.) E. To work a button-hole. (Standard IV. only.)	A. One piece of calico 3 inches square, and a piece of tape 2 inches long. B. Two pieces of calico 3 inches by 2½ inches. C. One piece of flannel 3 inches by 2½ inches. D. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. E. A piece of calico 3 inches by 2½ inches.
Standard V. and Upwards.	A. To gather and stroke down 5 inches and fix it into a band of 2½ inches and set in 1½ inches. B. To put in a flannel, a print, or a calico patch 2 inches square. C. To double down as for a band, and on this cut and work a button hole, and sew on a button (not pierced). D. To darn an irregular space about 1 inch square, on stocking material. (Standards VI. and VII. only.)	A. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. B. A piece of flannel, of print, and of calico each 4 inches square, and another piece of same 2 inches square. C. A piece of calico 5 inches square, and a linen button (not pierced). D. A piece of stocking web 3 inches square.

	Exercises.	Material Required.
	E. Cut out and tack together one of the following:— 1. A child's pinafore. 2. A child's frock body. 3. A chemise for a girl eight years old. (Standard VII. only.)	E. Two sheets of tissue paper.

Notes.—1. Each girl who has been four months or more on the School Register must show a finished garment suitable for her standard. Such garment must have been worked since the date of the last annual Examination.

2. Garments must be presented for examination in the same condition as when completed by the scholars.

3. Suitable needles, cotton, thimbles, and scissors should be in readiness for distribution, together with the other material mentioned in the table of exercises.

4. Coloured cottons must be used in all Standards at the annual Examinations.

5. Each girl whose name is on the Examination Schedule will be required to work one or more of the exercises specified in Schedule III. at the annual Examination without the slightest aid or advice from the teacher, either in fixing, sewing, or cutting out. In Infants' Classes the hem required from Class 3 may be previously fixed by the teacher.

SCHEDULE IV.

Ex-Seventh Standard.

1. Children who have successfully passed the Seventh Standard, and remain at school, must continue and extend the work they have done in that class in:—

Arithmetic.

English, especially composition.

Drawing.

Agriculture.

English History, with Sutherland's History of Australia.

Geography.—Historical Geography will be more fully taught—special knowledge of the United States and India. Physiography should be taken on general lines.

And at least two specific subjects in addition.

SCHEDULE V.

Specific Subjects.

1. Notice of intention to teach these subjects must be given to the Department at the beginning of each school year; otherwise no examination will be held. Such notice must state the subjects chosen, and the probable number of candidates.

2. Children in Standard VI. may take one specific subject, and those in Standard VII. not more than two. The leave of the Department must be given before they are taken.

3. No scholars can be examined for two successive years in the same stage of the same subject, except by permission of an Inspector.

As a rule no scholar after being examined in one subject may be presented in another until he has passed both stages of the first.

FIRST STAGE.

Algebra—Notation, Addition, Subtraction, Multiplication, Division.

Euclid—Euclid Book I. to Prop. 26 inclusive.

Mensuration—Triangles and parallelograms.

Latin—Grammar to the end of regular verbs, with simple exercises in translation.

Mechanics—Matter in three states; solids, liquids, and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by the mechanic. Measures of length, time, velocity and sound.

French—Grammar to end of regular verbs. Some knowledge of common conversational phrases and sentences.

Animal Physiology—The build of the human body. Names and positions of the internal organs. The properties of muscle.

Botany—Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants.

Chemistry—Elementary and compound matter. Illustrations of combination decomposition in such bodies as hydrochloric acid, water, oxide of mercury and rust of iron.

Domestic Economy (*Girls*)—Food: its composition, nutritive value, and preparation. Clothing and washing.

Shorthand—Pitman's system:—To write from slow dictation (at the rate of not more than 30 words a minute) a passage from a First or Second Reader; and also some separate words and phrases, the shorthand notes to be subsequently transcribed or read.

SECOND STAGE.

Algebra—The same, with G.C.M., L.C.M., and very simple equations involving one unknown equation.

Euclid—Euclid Book I.

Mensuration—The same and the circle.

Latin—Irregular verbs and first rules of Syntax. Translation of simple sentences of English (three or four words) into Latin. Knowledge of Delectus or other first Latin reading-book.

Mechanics—Matter in motion. The weight of a body, its inertia and momentum. Measure of force and work.

French—Grammar to end of irregular verbs, and translation into English of easy narrative sentences. Few pages of a French conversation or reading book approved by an Inspector.

Animal Physiology—The organs and functions of alimentation, circulation, and respiration. The use and abuse of foods and drinks.

Botany—Structure of wood, bark, and pith, cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.

Chemistry—Preparation and properties of the common gases, such as hydrogen, oxygen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both. Effects of plants and animals on air.

Domestic Economy (Girls)—Food: its functions. The dwelling: warming, cleaning, and ventilation. Rules for health: the management of a sick-room.

Shorthand—As above, but dictation to be at the rate of at least 40 words a minute, from a Third or Fourth Reader. Some examples of phrases will also be required.

APPENDIX B.

SUBJECTS OF EXAMINATION FOR TEACHERS' CERTIFICATES.

NOTE.—*The following subjects will be considered as "failing" subjects, throughout the examination for Teachers' Certificates:—Reading, Writing, Spelling, Arithmetic, English, Geography, and School Management; in each of which subjects sixty per cent. of the possible marks must be gained.*

FOR A "C" CERTIFICATE.

Possible Marks.	Subject	
100	*Reading*	Prose and Poetry, with a knowledge of the meanings of words in the passage read.
100	*Writing*	Specimens of Penmanship in text, half-text, and small hand.
	Spelling	Dictation of a passage of at least 20 lines from any standard author.
200	*Arithmetic*	Simple and Compound Rules, Reduction, Simple and Compound Proportion, Practice and Simple Interest, Vulgar and Decimal Fractions.
100	*English*	Accidence, Parsing and Analysis of Sentences, Prefixes and Affixes, Composition and Paraphrasing, Derivation of Common Words.
100	*Geography*	Australasia and Europe particularly, the Principal Physical Features of the World, Memory Maps.
100	*History*	Outlines of English History.
200	*School Management*	To give a lesson before an Inspector of Schools, and to answer questions in Organisation, Discipline, and Instruction in Schools. The Registers used in W.A. Schools.
100	*Needlework (Females)*	The whole Course for the Standards as prescribed in Schedule II.
50	*Drill*	The whole Course as per Manual.
50	*Music*	Ability to Teach a simple School Song by ear and by note; knowledge of either staff notation or tonic-sol-fa, as in Nelson's "Music for Pupil Teachers."
100	*Drawing*	Freehand and Blackboard Drawing.

FOR A "B" CERTIFICATE.

100	*Reading*	Any standard author in Prose and Poetry.
100	*Writing*	Specimens of Copy-lines.
	Spelling	Any Exercise.

Possible Marks.	Subject	Course
200	*Arithmetic*	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice, Interest, Profit and Loss, Discount, square and Cube Root, Percentages, Stocks, Mensuration of Surfaces.
200	*English*	Parsing, Analysis of Sentences, Accidence of all the Parts of Speech, Paraphrasing and Composition, Affixes, Prefixes, Derivatives.
100	*Geography*	Australasia, Europe, Asia, Africa, and America generally. The British Empire particularly. Physical Geography.
100	*History*	Outlines of English History to present time. Australian History (Sutherland).
100	*Drawing*	Advanced Exercises in Freehand and Geometry. Blackboard Drawing.
100	*Needlework (Females)*	The Course as prescribed for the Four Classes of Pupil Teachers.
100	*English Literature*	"Primer of English Literature," by Stopford Brooke; Goldsmith's "Deserted Village;" and Thackeray's "Esmond."
200	*School Management*	Fitch's Lectures on Teaching; to take charge of a School in the presence of an Inspector; the Education Acts and Regulations; the Registers used in W.A. Schools.
100	*Domestic Economy (Females)*	Domestic Economy for Teachers 4*s.* 6*d.* (T. Nelson and Son.)
100	*Music*	Knowledge of both staff notation and tonic-sol-fa, as in Nelson's "Music for Pupil Teachers."
100	*Drill*	To know Drill as per Manual, and to drill a Class.
200	*Euclid, Algebra, and Mensuration (Males)*	Euclid Books I., II., and III., with deductions from Books I. and II.; Algebra, to Quadratic Equations, including Surds, and Mensuration of Surfaces and Solids.

ADDITIONAL SUBJECTS.

(Only one may be taken.)

Possible Marks.	Subject	Course
150	*Latin*	Grammar and Composition, *e.g.*, from Abbot's In Latina or Arnold's Latin Prose (Bradley) to Ex 40, and Cæsar "De Bello Gallico," Books I. to IV.
150	*French*	Grammar, Composition, and Translation from Victor Hugo's "Hernani."
150	*Science*	Any one of the following:—

(*a*) *Animal Physiology*—Elementary Lessons Physiology—Huxley.

(*b*) *Inorganic Chemistry*—Inorganic Chemistry for beginners, by Roscoe-Lunt.

(*c*) *Physiography* — Elementary Physiography—Thornton.

(*d*) *Physics*—Lessons in Elementary Physics—Balfour Stewart.

(*e*) *Geology*—Geikie's Class book of Geology.

(*f*) *Agriculture*—Fream's Elements of Agriculture. Parts I. and II.

For an "A" Certificate.

Possible Marks.	Subject	Requirements
100	*Reading*	Any standard author in Prose and Poetry.
100	*Writing*	Specimens of Copy Setting and Letter Writing
	Spelling	Any exercise.
200	*Arithmetic*	The whole Theory and Practice of Arithmetic. Mensuration.
200	*English*	The same as for a "B" Certificate, with increased skill.
100	*Geography*	The World. Physical Geography.
100	*Music*	Singing-class book by O. J. Stimpson, and Nelson's "Music for Pupil Teachers," or Curwen's Standard Course to Step VI. inclusive.
100	*Physiography*	Huxley's "Physiography," and Lockyer's "Astronomy."
200	*School Management*	Gladman's "School Work," and Quick's "Essays on Educational Reformers." To take charge of a school in the presence of an Inspector.
100	*Drawing*	Advanced Exercises in Freehand and Model Blackboard Drawing.
100	*History*	Green's "History of the English People"; Australian History.
100	*English Literature*	Morley's "English Literature." Shakespeare's "Hamlet"; Bacon's Essays, 1, 2, 3, 4, 5, 9, 11, and 14 to 19. Milton's "Lycidas."
200	*Euclid Algebra, and Trigonometry (Males)*	Euclid.—Books I. to VI. with deductions from Books I. to III., inclusive. Todhunter's Smaller Algebra and Trigonometry.
200	*Sanitation and*	Healthy Life and Healthy Dwellings.
	Needlework (Females only)	E. Rosevear's "Textbook of Needlework," etc.

Additional Subjects.

(Two only may be taken.)

Possible Marks.	Subject	Requirements
200	(1) *Latin*	Livy, Book XXII.; Virgil's "Georgics," Book IV.; Horace's Odes, Book I.; Grammar and Composition.
200	(2) *French*	Grammar, Composition and Translation, Molière's "Médecin Malgré Lui," and De Balzac's "Eugénie Grande."
200	(3) *Science*	Any two of the following:— (*a*) *Animal Physiology*—Huxley. (*b*) *Inorganic Chemistry*—Ira D. Remsen. (*c*) *Physics*—Balfour Stewart. (*d*) *Geology*—Geikie. (*e*) *Agriculture* — Fream (including Part III.).

APPENDIX C.

TEACHERS' SALARIES.

Regulation 64.—The annual salaries of classified head teachers shall be according to the following scale :—

For a teacher in charge of a school of :—

		Male.		Female.
Class	I.	£350 to £400*	- - - -	£280 to £320
„	II.	£300 „ £350	- - - -	£240 „ £280
„	III.	£250 „ £300	- - - -	£200 „ £240
„	IV.	£220 „ £250	- - - -	£175 „ £200
„	V.	£180 „ £220	- - - -	£145 „ £175
„	VI.	£120 „ £180	- - - -	£100 „ £145

PROVISIONAL.

	Male.		Female.
A.	Schools over 15 £90 to £120	- -	£80 to £100.

B. Schools below 15 at the rate of £5 per head.

These salaries will rise by annual increments of £10, but these increases may be stopped at the discretion of the Minister if the Inspector's report is unfavourable, or should there have been any serious complaint against the teacher during the year.

(*a*) A deduction of £5 will be made from the above rates if the teacher does not possess a certificate for drill instruction. A similar deduction will also be made from female teachers who are not qualified to teach sewing.

(*b*) In a mixed school where sewing is taught by the teacher's wife, an additional £12 per annum will be paid.

(*c*) Quarters will, when possible, be provided. In other cases an allowance may be granted of £25 per annum for schools in Classes I. to IV. and of £15 per annum in other schools. This will not as a rule apply to provisional schools.

(*d*) An additional £30 per annum may be granted to teachers of schools on goldfields were cost of living is very high.

Regulation 65.—No unclassified teacher in charge of a school shall receive a higher salary than (males) £110; (females) £90.

Regulation 66.—If a teacher be appointed to a school of higher class than that to which he or she is entitled by Regulation 59, the salary to be paid to that teacher shall be determined by the Minister.

Regulation 67.—When there is a vacany in the head-teachership of a school for a period exceeding two months, the assistant in charge will receive, during the time he has been acting, half the salary of the head teacher and half his own, subject to a favourable report of his conduct of the school by an Inspector and at the discretion of the Minister.

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* After January 1, 1901, the following improved scale of salaries will take effect:—

Head Teachers.		Male.		Female.
Class	I.	£370 to £450	- - - -	£300 to £350
„	II.	£320 „ £370	- - - -	£260 „ £300
„	III.	£270 „ £320	- - - -	£230 „ £260
„	IV.	£220 „ £270	- - - -	£180 „ £230
„	V.	£180 „ £220	- - - -	£150 „ £180
„	VI.	£140 „ £180	- - - -	£120 „ £150
Prov.	A.	£100 „ £140	- - - -	£90 „ £120

Regulation 68.—The annual salaries of assistants shall be :—

	Male.	Female.
Assistants holding		
A certificates - -	£160 to £200* -	£130 to £160
B „ - -	£130 to £160 -	£100 to £130
C „ - -	£100 to £130 -	£80 to £100
Unclassified assistants	£70 to £100 -	£50 to £80

These salaries will rise by annual increments of £10 if the Inspector's report is satisfactory, and there has been no serious complaint or other matter against the teacher during the year.

(*a*) In large schools where the Minister may deem desirable a first assistant may be appointed, such assistant shall receive £15 per annum in addition to the salary as laid down above.

(*b*) An additional £30 or £40 per annum may be granted to all teachers in the goldfields schools where the cost of living is very high.

Teachers of Sewing.

Regulation 75.—Teachers of sewing shall be paid as follows :—

In Schools of Class V. - - - - - - - £20
In Schools of Class VI. - - - - - - - £12

Regulation 76.—The same person may be appointed to the combined positions of sewing mistress and monitor in the same school.

Sewing mistresses will not be required where there is a female teacher competent to teach sewing, and their appointment will lapse on the appointment of such teacher.

Bonus for Successful Teaching.

Regulation 69.—Head and assistant teachers will be entitled to receive the following annual bonuses for successful teaching according as their schools are classed "Excellent" or "Good." This classification will take into account the Inspector's surprise visit as well as the annual Examination.

These will be paid after the annual Examination, but will not be awarded to teachers who have been less than nine months in the school.

—	Head Teachers.		Assistants.	
	Excellent.	Good.	Excellent.	Good.
	£	£	£	£
Teachers holding Class A certificate - - -	15	10	9	6
„ B „ - - -	10	7	7	5
„ C „ - - -	7	5	5	3
Unclassified Teachers - - -	4	3	3	1

* After January 1, 1901, the following improved scale of salaries will take effect :—

	Male		Female.
Assistants holding			
A certificates	£190 to £220	- -	£170 to £200
B1 „	£170 „ £190	- -	£150 „ £170
B2 „	£150 „ £170	- -	£130 „ £150
C1 „	£130 „ £150	- -	£110 „ £130
C2 „	£110 „ £130	- -	£90 „ £110
Unclassified	£80 „ £110	- -	£60 „ £90

APPENDIX D.

REGULATIONS REGARDING PUPIL TEACHERS AND MONITORS.

Regulation 241.—Pending further arrangements as may be necessary after the establishment of a training college, pupil teachers may be employed to serve in school where the average attendance is at least 30.

Regulation 242.—Candidates for the office of pupil teacher must be not less than fourteen or more than eighteen years old. They must be free from any bodily infirmity likely to impair their usefulness, and must be of good moral character.

Regulation 243.—Pupil teachers must pass in the subjects specified in the "Instructions" at the regular examination held in December each year; but candidates for employment, when specially recommended, may be examined at other times on the understanding that they will be required to sit again at the regular annual examination next following, in the same or higher class, as may be determined by the Department. Pupil teachers in the Fourth Class will not be permitted to sit for the Fourth Class examination (*i.e.*, for admission to the Third Class) until they have attained the age of fifteen years, except under special circumstances. Applicants for pupil teachership, whose qualifications, experience, etc., make them eligible to sit for a higher examination than the candidates, may do so by special permission of the Department.

Regulation 244.—Candidates who have passed the Junior or Senior Adelaide or some other equivalent University examination not more than one year previously, are eligible to be appointed pupil teachers without examination; they will, however, be required to serve one month on trial without salary. If their age is suitable, they may, at the discretion of the Department, be admitted to a class higher than the Fourth Class. They will be required to sit at the next following annual pupil teachers' examination.

Regulation 245.—The remuneration of a pupil teacher shall consist of (*a*) instruction to be given by the head teacher for at least five hours per week, of which not more than two hours shall be on the same day, and (*b*) an annual salary. A time-table, showing the time at which the lessons are proposed to be given, and the subjects for each day's study, must be submitted by the head master to the Chief Inspector for his approval.

Regulation 246.—Salaries shall be paid to pupil teachers at the following rates:—

	Males.	Females.
First class	£56 per year	£44 per year.*
Second class	£44 "	£34 "
Third class	£32 "	£25 "
Fourth class	£20 "	£16 "

Regulation 247.—A pupil teacher will not be promoted to a higher class unless he obtains at least 60 per cent. of the possible marks at the Annual Examination. When less than 60 per cent. of the possible marks are obtained, a pupil teacher will remain in the same class for another year, and will receive the salary prescribed for that class. Should a pupil teacher fail twice in the Examination in the same class, the appointment will at once lapse. Should he have neglected his studies, or show incompetency for his position as teacher, his services may be dispensed with without notice at the discretion of the Minister. On the successful completion of apprenticeship, a pupil teacher will receive the "C" teacher's certificate.

Regulation 248.—The head teacher will devote at least one hour daily to the instruction of pupil teachers, and will see that all the prescribed subjects are duly studied by them. Suitable routines are to be prepared, and a record is to be kept, showing (*a*) the time of commencing the daily lesson, and the time at which it was concluded, (*b*) the exercise and home lesson appointed for the day.

Regulation 249.—Pupil teachers will be half-time only until they have passed the age of sixteen, when they may be appointed full time at the discretion of the Minister. Head teachers must on no account keep their pupil teachers working full time, when under sixteen, owing to the absence of another teacher, or any similar cause. All pupil teachers must be released from any school work at 12 noon and 3.45 p.m., and they must not be required to do any work for the day school out of school hours, except for the preparation of their own lessons. During the first three months of a pupil teacher's appointment, which are purely probationary, he is not to be counted on the school staff.

Regulation 250.—Head teachers are required to exercise strict moral supervision over their pupil teachers; to see that they attend regularly and punctually at their own lessons, whether in central classes or ordinary school; and that they give proper attention to their lessons and to their private duties. They must direct and supervise their methods of teaching and correct their notes and lessons.

INSTRUCTIONS.

1. Candidates are to be of sound and healthy constitution. Before engagement as pupil teachers each candidate must produce a certificate of physical fitness for the duties of teacher signed by a duly qualified medical man.

2. At the close of each year, the head teacher shall forward to the Chief Inspector:—

(*a*.) A statement showing the number of times each pupil teacher or monitor has been absent during the year, and the causes of such absences.

(*b*.) A certificate of punctuality, obedience, and attention to duties for each pupil teacher or monitor.

3. Text Books recommended:—

Mason's Grammar.
W. Hughes' Class Book of Geography.
Gladman's School Method.
Gardiner's History of England.
Australian History—Sutherland.
Jones' Manual of Needlework.
Todhunter's Algebra, Euclid, and Mensuration.
Geikie's Physical Geography.

SUBJECTS OF STUDY.

Possible Marks. *Candidates for Monitorship or Pupil Teachership.*

60 *Reading* ....Any Advanced Reader.

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* The new scale from January 1, 1901, will be as follows:—

	MALE.	FEMALE.
First class - -	£66 - -	£50
Second class - -	£56 - -	£40
Third class - -	£42 - -	£30
Fourth class - -	£30 - -	£20

Possible Marks.		
40	*Writing*	Text, Half-text, and Small Hand.
40	*Spelling*	Dictation Exercise and Spelling in the various Papers of Answers.
100	*Arithmetic*	Notation and Numeration, all Arithmetical Tables, Weights and Measures, Simple and Compound Rules, Vulgar Fractions, Simple Proportion and Practice.
100	*English*	To Parse and Analyse correctly any ordinary Passage, Prefixes, Affixes, and Common Roots. Composition.
80	*Geography*	Definition of Geographical Terms. The Geography of Australia.
100	*Teaching*	To teach a Junior Class to the satisfaction of an Inspector.
80	*Needlework (Females)*	Hemming, Seaming, Felling, Stitching, and Sewing on Strings, Herringbone Stitch on Canvas or Flannel, Knitting (four needles), plain and purled—Muffatees.

Fourth Class Pupil Teachers.

40	*Reading*	Improved articulation and expression.
40	*Writing*	Specimens of copy setting, including figures.
40	*Spelling*	More difficult passage of Dictation.
80	*Arithmetic*	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice.
80	*English*	Accidence of Noun, Verb, Adjective, Pronoun, and Adverb. Parsing. Analysis, Derivatives, and Composition. To repeat 50 lines of Poetry from a standard author, with a knowledge of the meanings and allusions.
80	*Geography*	Australasia, Outlines of Europe, Memory Maps.
80	*History*	Outlines of English History to 1066, Australian History to 1808.
60	*Drawing*	Freehand Drawing.
40	*Euclid (Males)*	Book I., Propositions I. to XXVI. inclusive.
40	*Algebra (Males)*	Blackie's Elementary Algebra, Part I.
100	*School Management*	To give a Reading Lesson, and to examine the class on the passage read. To answer questions on how to secure Order, Attention, and Discipline. Notes of Lesson.
80	*Needlework (Females)*	Gathering, setting-in, button holes, sewing on buttons. Darning, plain, as for thin places, in stocking-web material. Knitting (four needles) a sock. Herring-boning a patch, at least three inches square, on coarse flannel.
40	*Drill*	Drill Manual. Squad:—Part I. to end of Section 8. Physical:—Part II. to end of Exercise 2. Free:—Part II. to end of Exercise 2. Poles:—Part III. to end of Section 2. Desk Drill.

Possible Marks.		
40	*Music*	The first year's course in Nelson's Music for Pupil Teachers.

Third Class—Pupil Teachers and Monitors Reaching the Age of 16.

40	*Reading*	Any standard Prose Author.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	More difficult passage of Dictation.
80	*Arithmetic*	Vulgar and Decimal Fractions, Simple and Compound Interest, Profit and Loss.
80	*English*	Accidence of all the Parts of Speech, Parsing, Analysis, Paraphrasing, Derivatives. To repeat 80 consecutive lines of Poetry, with a knowledge of the meaning and allusions.
80	*Geography*	The United Kingdom and Asia, Memory Maps.
80	*History*	Outlines of English History to 1485, Australian History to 1851.
60	*Drawing*	To draw six simple objects on the blackboard.
40	*Euclid* (*Males*)...........	Book I.
40	*Algebra* (*Males*)	Todhunter's Algebra for Beginners, to page 83.
100	*School Management* ...	To give a Lesson on the Rudiments of Grammar and the Principles of Arithmetic—first four Rules. To answer questions on the subject of School Rewards and Punishments. Notes of Lessons.
80	*Needlework* (*Females*)...	The running of a tuck. Knitting (four needles) a sock or stocking, ribbed or plain. Darning of a hole in stocking web material. Patching in calico or flannel.
40	*Music*	Second year's course in Nelson's Music for Pupil Teachers.
40	*Drill*	Drill Manual. Part I. to end of Section 22. Part II. to end of Exercise 5. Part III. to end of Exercise 5. Part IV. to end of Section VI.

Second Class.

40	*Reading*	Any standard Poet.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	To correct a passage incorrectly spelt.
80	*Arithmetic*	Interest, Discount, Square Root, Percentages.
80	*English*	More advanced exercises in Parsing, Analysis, and Composition, Accidence, Derivatives. To repeat 100 lines of Prose from any standard author, with a knowledge of the meanings and allusions.
80	*Geography*	The British Empire and Africa, Memory Maps.
80	*History*	Outlines of English History from 1485 to 1820. Australian History to 1859.
60	*Drawing*	Freehand—more difficult exercises.

Possible Marks.		
40	*Euclid—Males*	Book II., with easy deductions from Book I. up to Prop. 32.
40	*Algebra—Males*	Todhunter's Algebra for Beginners, to page 134.
100	*School Management*	To give lessons to a higher class in Grammar and Geography, and a lesson explanatory of some arithmetical process. Notes of Lessons.
80	*Needlework—Females*	Whip stitch, setting a frill. Darning—plain on coarse linen. Patching—in print Knitting—a long stocking with heel thickened.
40	*Drill*	Drill Manual. Part I. to end of Section 33. Part II. at end of Exercise 7. Part III. to the end. Part IV. to the end of Section 10.
40	*Music*	Nelson's Third year course.

First Class.

40	*Reading*	Any standard Author in Prose and Poetry.
40	*Writing*	Specimens of Penmanship.
40	*Spelling*	Any Exercise.
80	*Arithmetic*	The work of previous years, and Cube Root and Stocks. Mensuration of Surfaces.
80	*English*	Recapitulation of all preceding Exercises. To repeat 150 lines of Poetry, with a knowledge of the meanings of words and allusions.
80	*Geography*	America. Physical Geography.
80	*History*	Outlines of English History to present time. Australian History to present time.
60	*Drawing*	Model Drawing—Cube, Square, and Hexagonal Prisms, and Cylinder, with combinations of the same.
40	*Euclid—Males*	Books I. and II., with simple deductions from Book I.
40	*Algebra—Males*	Todhunter's Algebra for Beginners to Page 194.
100	*School Management*	The previous work and Organisation, Registration and Classification of Schools.
80	*Needlework—Females*	Work of previous years—Darning—a hole filled in with stocking-web stitch on stocking material not less than 1½ inches square. Knitting—a pair of Knitted Socks for a Baby. Cutting out Child's Chemise, Drawers, and Petticoat
40	*Drill*	The whole of the Drill Manual.
40	*Music*	Nelson's Fourth year course.

APPENDIX E.

BUILDING RULES.

(*Reprinted from* "*Regulations* (1900) *framed under the Education Acts,* 1871-1899.")

(A.)—Planning and Accommodation.

1. Schools to be planned so that the children may be seated in the best manner for being taught.

2. The arrangement of doors, windows, and fire-places, and the width and length of the class-rooms, to be studied in this connection.

3. Schools (subject to the extent of site permitting) to be one story in height, and planned on the corridor system (with special view to facility of extension), in accordance with these rules; and, in case of additions, so that the least possible disturbance to the portions already built, or in occupation, may be occasioned.

(B.)—Walls, Floors, and Roofs.

1. In all rooms used for teaching the ceilings to be level at the wall plate, and to be 14ft. clear height from floor.

2. A damp proof course to be provided in all brick and stone buildings.

3. Brick walls to be built with a cavity where exposed to driving rain, and to be plastered inside, having a cement dado, 5ft. high, trowelled to a glass face.

4. The inside jambs of all windows to be plastered, so as to avoid the use of projecting wood architraves, nosings, etc., which accumulate dust.

5. The dado to be painted chocolate brown, and the walls above buff; the ceilings to be left white.

6. The floors of all rooms used for teaching to be of wood. Where the buildings are of brick and stone, the floors of entrances, halls, corridors, cloak-rooms, and lavatories to be of cement, asphalt, tiles, wood blocks, or ordinary flooring on concrete.

7. The spaces between the roofs and ceilings to be well ventilated; gables to be used accordingly in preference to hips wherever possible.

8. All spaces under wooden floors to be well ventilated.

(C.)—Entrances.

1. Separate entrances to be provided for:—

(1.) Boys,
(2.) Girls and Infants;

and, in more advanced stages—

(3.) For Infants only (separate from Girls' entrance).

2. All exterior doors to swing outwards only, and all class-room doors to swing inwards.

3. Escape doors to be provided, if deemed necessary in any special case, for use only in the event of panic or fire.

4. External porches to be provided where necessary for protection of entrance from sun or weather.

(D.)—Cloak Rooms and Lavatories.

1. Heights of lavatory benches to be:—For Infants, 1ft. 11in., and for older children, 2ft. 2in., with one basin or jet for about every 20 children. (For wastes, etc., in connection with basins, *see* Sanitation.)

2. Hat pegs to be spaced 15in. apart, in three tiers, set quincunx, at heights of 2ft. 3in., 3ft., and 3ft. 9in. respectively, for Infants; and 3ft., 4ft., and 5ft. respectively, for older children.

(E.)—CLASS-ROOMS.

1. Class-rooms to be calculated at not less than 11 square feet of floor space for each child.

2. The standard size of class-room to be :—For 50 children, 26ft. by 22ft., or 25ft. by 25ft. ; and for infants' rooms (in the mixed schools), 35ft. by 22ft.

3. Class-rooms to be on the same floor level as the corridors, and to have movable steps, four in number, and each 3in. in height, to enable dual desks to be graded.

3A. Grading not to be introduced in schools provided for less than 50 children.

4. Class-rooms to be planned so that they may be cleared quickly and without disturbance to other parts of the school.

5. Map-rails, with hooks, to be fixed at a height of 10ft. 6in. all round the walls.

6. A blackboard, 4ft. deep and 2ft. 6in. from floor, to be fixed along the whole length of wall opposite the desks.

7. A good-sized cupboard for stock to be provided to each room.

8. Class-room doors to have glass upper panels.

9. Every class-room to have an open fireplace.

(F.)—HALLS.

1. Where central halls are not provided, grading may be omitted in one of the class-rooms. In such cases two of the class-rooms should be capable of being thrown into one for the purposes of assembly, examination, etc., by means of a wide opening in the dividing wall, fitted with revolving shutters.

(G.)—TEACHERS' ROOM.

1. In the larger schools (for 175 to 325 scholars), and in all Infants' Schools, a Teachers' room to be provided, the dimensions varying from 12ft. by 10ft. to 17ft. by 10ft.

(H.)—VERANDAHS.

1. Where protection against weather or sun is necessary, a verandah of sufficient extent and not less than 10ft. in width, to be provided (preferably against the North and West walls, unless exigencies of location may otherwise require).

2. These verandahs to have a gravel floor; to be provided with wooden seats, and to serve as shelter sheds for each sex.

(I.)—WINDOWS.

1. Every part of the school building to be amply lighted.

2. The minimum area of glass in a class-room of the 26ft. by 22ft. size, to be 60 square feet.

3. All main windows in rooms used for teaching to be planned generally on the South or East sides only; and, as far as possible, on the left side of the children's seats or benches.

(1.) The sills to be 5 feet from the floor, the windows and fanlight reaching to the ceiling.

(2.) Each fanlight to be hung on centres, the windows to have double hung lifting sashes.

(3.) The windows to be arranged so that the first jamb is at 2ft 6in. from the wall at the back of the children.

(4.) Each class-room to have three or four windows within its length.

(5.) Where verandahs are necessary on account of a North or West aspect, special provision to be made against obstruction to the lighting of the class-room.

(6.) Spring blinds hung at the transoms to be provided where necessary.

(J.)—VENTILATION.

1. Fresh air to be admitted into all rooms by approved patent fresh-air inlets, three in number to each infants' room, and two to each class-room.

2. All doors from corridors to class-rooms to be provided with hinged fanlights to secure thorough circulation.

3. Outlets for foul air to be provided in the walls at ceiling height, and in the ceilings by bell-mouthed gratings (one for each 4,000 cubic feet), each leading into a separate tube, carried above the ridge of roof, and fitted with an exhaust cowl.

4. To secure a thorough circulation of air between the roofs and ceilings (of much importance under the Australian climatic conditions) louvres to be provided in all gable ends.

5. Where class-rooms have more than one external wall, small windows (hinged at top to open outwards) at the ceiling level to be provided for purposes of additional cross ventilation.

(K.)—SANITATION.

1. In the absence of any water-carried system of sewerage, earth-closets with pans to be used where a sanitary authority exists; in other cases the pit system must be employed.

2. In the former case, the latrine blocks for the two sexes to be placed back to back, with a cleansing passage between for access to the pans; and to be as far from the school building as circumstances will permit, and against the directions of the prevailing winds.

3. In each closet only one seat to be allowed: to be 2 feet 6 inches wide for boys and girls, and 2 feet wide for infants, with dividing screens 5 feet high. A door, without a bolt and the height of the screen, to be provided to each closet, kept up 18 inches above the floor to enable the teacher to see whether the closet is occupied.

4. The height of the seat from floor will depend on the depth of the pan; broad steps to be provided adapted to the varying heights of seats that may be required. Under side of seat to be provided with guide rails for bucket.

5. The following table gives approximately the number of closets to be provided:—

For Mixed Schools.

	Teacher.	Girls.	Boys.	Infants.
50 Children or under	—	1	1	—
75 "	1	2	1	1
125 "	2	2	2	2
175 "	2	3	2	2
225 "	2	3	2	3
275 "	2	4	3	3
325 "	2	5	3	4

For Infants' Schools.

	Teacher.	Girls.	Boys.
100 Children or under	1	4	3
150 "	1	5	4
200 "	1	6	5
250 "	1	7	6

6. The pan doors and risers of closets to be kept clear of both head and sill and of floor, respectively, to secure a thorough current of air.

7. Urinals to be arranged as under :—

(1.) To be outside the latrine building, and open to the air, and to be enclosed by close screens, 5ft. high, with a separate small pent roof to shield the boys' heads from the weather.

(2.) The floors to be of cement or asphalt, with a fall of 1in. to the foot towards a deep channel in the floor, having a rapid fall and well tarred all over.

(3.) No trough to be used.

(4.) Generally the urine is to conveyed by glazed or earthenware pipe to a well ventilated soak well about 30ft. distant.

(5.) In districts where the local regulations require discharge into a pan, such pan should be tarred and sunk in a brick pit, and be of convenient size for the periodical removal.

(6.) The back of the urinal to be of galvanised iron, well tarred, and of the following lengths :—

For 50 children	- -	6ft. long.
" 100 "	- -	10ft. "
" 200 "	- -	15ft. "
" 300 "	- -	20ft. "
" 400 "	- -	25ft. "

8. The openings to Infant Boys' latrines to be from the Girls' playground.

9. The lavatory basins to empty direct into a galvanised iron tarred trough under the shelf, and be connected to a rapidly falling waste pipe discharging through the outside wall over a short channel leading to an open gully grating. No enclosure of the lavatory bench to be permitted.

10. Lavatories to be provided with towel rails on walls as required.

(L.)—Sites and Playgrounds.

1. A school-site being one of the first reserves made by the Government in laying out new townships, should be generally central in position and of ample size.

2. Separate playgrounds and gates to be provided for (1) Boys and for (2) Girls and Infants.

3. Each playground (in the larger schools) to have a light shelter shed, unless verandahs are provided for the purpose against the school building.

4. The rails of fences dividing the playgrounds to be always fixed on the girls' side.

(M.)—Infants' Schools.

1. The foregoing general rules apply to Infants' Schools, with the following additions :—

(1.) Infants Schools to have a central hall with surrounding class-rooms opening therefrom.

(2.) An escape door may be provided for the hall.

(3.) The class-rooms to correspond in all other respects to those of mixed schools.

(N.)—Teachers' Houses.

1. Residences for teachers to be of three classes, with accommodation varying according to the size of the school and requirements of the locality; generally as follows :—

Class I.

(1.) Living room, 14ft. by 12ft.
Bedroom, 14ft. by 12ft.
Front and back verandah, with portion enclosed for cooking stove.

Class II.

(2.) Living room, 14ft. by 12ft.
Bedroom, 13ft. by 12ft.
Kitchen, 12ft. by 10ft. 9in.
Bathroom, pantry, back lobby, and front verandah.

Class III.

(3.) Parlour, 13ft. by 10ft.
Living room, 14ft. 6in. by 12ft.
Bedroom, 13ft. by 10ft.
Bedroom, 12ft. by 10ft.
Bedroom, 12ft. by 10ft.
Kitchen, 10ft by 8ft.
Front verandah, back lobby, pantry, and bathroom.

2. The residences to be always on the school-site, and (except in very small schools) detached from the school building, with a separate yard and outhouses.

3. In small schools, where quarters adjoining the school are provided for the teacher, there should be no direct communication between the school portion of the building and the quarters.

4. The rooms to be generally 10ft. in height, well lighted and ventilated, with a fire-place in each dwelling room and an oven in the kitchen.

APPENDIX F.

SECONDARY SCHOOLS (1898).

The High School, Perth, was opened in March, 1878. There are at present sixty-five scholars attending, their ages ranging from eight to eighteen. The subjects are Greek, Latin, French, English, Mathematics, Book-keeping, Shorthand, Geology, Drawing, and Gymnastics. The amount of the Government subsidy is £1,000. There are four regular assistant masters, besides visiting masters. The Governors are appointed by the Governor in Council, and the appointment lasts for three years.

The fees are, £3 for boys under twelve, and £4 per term for boys over that age. Drawing and Gymnastics are each £1 1s. extra.

For boarders the corresponding terms are £51 and £62.

The Girls' High School, Perth, has eighty-seven pupils on the roll, with an average attendance of seventy-six.

The school is conducted, as far as possible, on the lines of English High Schools, the infants being taught on Kindergarten principles. The subjects of study are English, French, Latin, Animal Physiology, Botany, Painting, Music, and Sewing. The fees for the English course range from £1 10s. to £2 2s. per quarter. The ages of the pupils range from five to sixteen.

The Christian Brothers' Institution in Perth consists of a Boarding and Day College in St. George's Terrace, and a branch Day School in Irwin Street. The members of the community, being members of a religious order or society, approved by the Roman Catholic Church, give their services gratuitously. The main college building was erected by voluntary contributions from all classes of colonists.

The curriculum at the college includes, besides all the ordinary subjects of a good primary school, whatever is required to enable a boy to pass the Preliminary, Junior and Senior subjects of the Adelaide University. In 1897 the number of boarders at the college was sixty-six, and of day scholars 100.

The pupils are taught by five Brothers, members of the community, three resident paid teachers, and three paid visiting teachers.

The funds for conducting the college are obtained from the payment of fees, which range from £2 2s. in the lower classes to £4 4s. per term in the matriculation and senior university classes. For resident boarders the fee is £13 13s. per quarter. Tuition on the Piano and Violin, and Gymnastics, are extra.

Alexander Scotch College.

This is comparatively a recent addition to the scholastic institutions of the colony. It was opened in February, 1897, with twenty-nine pupils in attendance. By the end of that year the number had increased to fifty-three. At present the enrolment is ninety-one, with an average attendance for the first half of this year of seventy-six. The average age of the pupils is twelve. The school course includes English, Modern and Ancient Languages, Mathematics, History and Science, with the following optional subjects:—Music, Drawing, Shorthand, Gymnastics.

The fees for day pupils are per quarter 2½ guineas for boys under twelve, and three guineas for boys over that age. Boarders' fees range from 5½ guineas for daily boarders under twelve years to 18 guineas for full boarders over twelve years.

Forty-one pupils learn Latin, and twenty-five French. Geometry is studied by twenty-three, and Algebra by fifty-one.

Fremantle School.

Fremantle School (for boys) was founded in 1882 as the Fremantle Grammar School, the title being altered in 1888. Between the dates mentioned it was worked under the Church of England Board of Governors, but for the past ten years has been purely a private school. The course comprises the usual elementary subjects—Reading, Composition, Writing, Drawing, Geography, History and Arithmetic, with one or more of the following in accordance with the scholar's probable requirements:—Greek, Latin, French, German, Euclid, Algebra, Trigonometry, Mensuration, Book-keeping, Shorthand, Navigation, Natural Science and Music. All the boys receive regular instruction in Physical and Military Drill and Vocal and Theoretical Music. The fees are as follows:—Over seven years of age, per quarter, day boys, £2; boarders, £11; over ten years, day boys, £2 10s.; boarders, £13; over twelve, day boys, £3; boarders, £15. The maximum attendance has been 125, of whom thirty-one were boarders.

APPENDIX G.

PUBLIC EDUCATION ACT, 1899.

WESTERN AUSTRALIA.

ANNO SEXAGESIMO TERTIO VICTORIÆ REGINÆ.

No. III.

An Act to amend the Law relating to Public Elementary Education.

[*Assented to 5th October*, 1899.]

BE IT ENACTED by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of Western Australia, in this present Parliament assembled, and by the authority of the same, as follows:—

Short title and incorporation.

1. This Act may be cited as the Public Education Act, 1899, and shall be read with the other Acts relating to public education.

Repeal of 58 Vict., 30.

2. The Act of the Fifty-eighth year of Her now Majesty, numbered thirty, is hereby repealed.

Interpretation.

3. In this Act, save so far as the context otherwise requires,—

"Compulsory Officer" means a person employed by the Minister to secure the attendance of children at school.

"Efficient Schools" are schools certified by the Minister to be efficient for the purposes of this Act.

"Government School" means any school established under the Elementary Education Act, 1871, or any Act amending that Act.

"Justice" means a Justice of the Peace.

"Minister" means the member of the Executive Council appointed by the Governor to administer this Act.

"Parent" includes guardian and every person who is liable to maintain or has the actual custody of any child.

"Teacher" includes assistant teacher, or any person forming part of the educational staff of a school.

Education *gratis* to children under 14 years of age.

4. No fees shall be paid by or for children between six or fourteen years of age attending any Government elementary school.

Scale of fees after 14.

5. The Minister may authorise and determine a scale of fees to be paid by—

(*a.*) The parent of any child who has attained the age of fourteen years, and whose parent desires that such child should be instructed in a Government school beyond the compulsory age for such instruction; and

(*b.*) Any person for his or her own instruction in any Government school other than Government elementary school.

Fees, to whom payable, and how recoverable. 57 Vict., 16, s. 17.

All such fees for instruction shall be paid to and received by the several persons authorised in that behalf by the Minister, and may be recovered summarily by the person so authorised, before a Court of summary jurisdiction; and the production of a document, in writing, purporting to be signed by the Minister, authorising any person to collect such fees, or a copy of the *Government Gazette* containing published therein a notice to that effect, shall be *primâ facie* proof that such person is so authorised.

6. Unless some reasonable excuse for non-attendance is shown— Compulsory attendance.

(1.) The parent of every child of not less than six nor more than nine years of age shall, if there is a Government or efficient school within two miles of such child's residence measured by the nearest road, cause such child to attend such school on such days as the school shall be open ;

(2.) The parent of every child of not less than nine nor more than fourteen years of age shall, if there is a Government or efficient school within three miles of such child's residence measured by the nearest road, cause such child to attend such school on the days on which the school is open;

Provided always, that a continuous attendance of two hours for secular instruction by any such child shall count as half-a-day's attendance.

7. Any of the following reasons shall be deemed a reasonable excuse :— Reasonable excuse. *Ibid.*, s. 5.

(1.) That the child is under efficient instruction at home or elsewhere ; and whether such instruction is efficient or not shall be a matter for decision of the Minister, who may require the report of an inspector of schools thereon.

(2.) That the child has been prevented from attending school by sickness, danger of infection, temporary or permanent infirmity, or any unavoidable causes ; but such excuse shall not be entertained unless the parent has given the teacher notice thereof, in writing, within seven days after the occurrence of such prevention. A medical certificate must be produced if required by the Minister.

8. The Minister may, at his discretion, excuse from attendance children who are required to help in the fields at harvest time, or other special periods of the year. Ministers may excuse certain children at certain times.

9. The Minister may from time to time appoint officers whose duty it shall be to enforce the attendance required by this Act, and the officers so appointed shall be empowered to accost in the streets or other public places, and obtain the names and addresses of children of school age who are apparently not in attendance at school. Truant officers may accost children in public places.

10. The parent of any child of not less than six nor more than fourteen years of age, who, without reasonable excuse, neglects to cause such child to attend a Government or other efficient school, may be summoned, in the name of the Minister, before a Court of summary jurisdiction, and shall be guilty of an offence against this Act, punishable upon conviction before such Court, and shall be liable to pay a penalty not exceeding Five shillings for the first offence, and not exceeding Twenty shillings for every subsequent offence : And for the purposes of this section the Minister may be represented in any such Court by a compulsory officer or inspector, without such representative being obliged to produce any special authority therefor further than the *primâ facie* evidence of his appointment to such office. Penalties for neglect. 58 Vict., 30, s. 6.

And the allegations that the proceedings are authorised by the Minister, and that a child is not less than six nor more than fourteen years, and that the parent thereof neglects to cause such child to attend such school without reasonable excuse as aforesaid, shall be deemed *primâ facie* evidence of the fact until the contrary is proved, and in every case the parents of a child may be witnesses. Onus of proof.

11. A certificate purporting to be under the hand of the principal teacher of a Government or efficient school stating that a child is or is not attending such school, or stating the particulars of attendance of a child at such school, shall be evidence of the facts stated in such certificate. Certificate of attendance or non-attendance.

12. A person shall not, after the commencement of this Act, take into his employment during school hours any child who by reason of his age is not exempt from school attendance. Every person who takes a child into his employment in contravention of this Act shall be liable, on summary conviction before a Court of summary jurisdiction, to a penalty not ex- Employment of children of compulsory age.

ceeding Forty shillings. A parent who employs his child in any labour exercised by way of trade or for the purpose of gain is to be deemed, for the purposes of this Act. to take the child into his employment.

The Minister may, at his discretion, give special exemption for children between the ages of twelve and fourteen, in case of poverty or sickness of the parents.

Children beyond control of parents.

13. If a Justice is satisfied by the parent or guardian that he has used all reasonable efforts to cause the child to attend school, but that the child is beyond his control, the Justice may, without inflicting a penalty, order the child to be sent to a certified Industrial School till the age of fourteen. The parent, or other person for the time being legally liable to maintain the child, shall, if of sufficient ability, contribute to his maintenance and training therein a sum not exceeding Ten shillings a week, the exact amount to be assessed by the Justice at the time of the committal of such child: Provided that a Court of summary jurisdiction may from time to time vary the amount in accordance with the means of the person so ordered to contribute, but so as his contribution shall not exceed Ten shillings a week.

After a detention of not less than two months children may be given a license to live out of the school, but the license shall be conditional upon the child attending regularly some school named in the license being a Government or efficient school. The license can be revoked by direction of the Minister whenever the child ceases to attend regularly, and the teacher in charge of the school to which the child is licensed shall notify to the Department weekly the attendance of the child.

Minister may refuse admission to Government school in certain cases.

14. The Minister may refuse the admission of any child to any Government school if accommodation has been provided for such child in another Government school nearer to his dwelling place, or if there is more suitable accommodation in some other Government school within the prescribed distance.

Census may be taken.

15. The Minister, from time to time, may cause an educational census to be taken of all children within any area, and upon notice of such census appearing in the *Government Gazette* the Minister shall appoint some person to call at every house within such area, and every householder shall thereupon give such information to such person as enables him to fill up the form of return in the Schedule hereto; or, if from any cause such information is not then given, such person may thereupon leave at the house of any householder neglecting to give such information a copy of such form of return, and after the expiration of seven days call for the same; and every householder at whose house such form of return has been left shall, within seven days, fill up the same or cause it to be filled up, and return it when called for; and whenever and as often as any householder neglects to fill up such form of return or cause the same to be filled up, and to return the same when called for, or wilfully fills the same up with an untrue statement, or gives false information to such person aforesaid, the householder shall be guilty of an offence against this Act, and summarily punishable upon conviction before a Court of summary jurisdiction and shall be liable to pay a sum not exceeding Five pounds for every such offence, and in default of the payment thereof he shall be liable to a term of imprisonment not exceeding one month.

Schedule.

All schools other than a Government school may be found efficient.

16. The proprietor, headmaster, or principal teacher of any school, not being a Government school, may apply to the Minister, in writing, to have such his school found "efficient" for the purposes of this Act; and upon such application being made, the Minister shall forthwith cause such school to be inspected by an inspector of schools, and if, upon inspection, such school is found to be efficient as to the instruction given in reading, writing, arithmetic, spelling, and geography as required by this Act or the Regulations, the Minister shall cause such school to be included in a list of schools which have been inspected and found efficient, or certified to be efficient as hereinafter mentioned, for the purposes of this Act; and the

Minister shall cause a copy of such list, with the names of the proprietors, headmasters, or principal teachers of all schools therein included, to be published from to time, at intervals of not more than twelve months, in the *Government Gazette;* and the Minister may from time to time cause any school included in such list to be inspected by an inspector of schools, and remove from the list any school that at any time is found on inspection not to efficient as aforesaid; and any school so removed from the list shall thereupon cease to be efficient for the purposes of this Act: Provided always, that the Minister may, if he is satisfied that any school is efficient as aforesaid, certify that such school is efficient without inspection, and upon any school being so certified the Minister shall include such certified school in the list.

Schools other than Government to keep registers of attendance and supply information.

17. The proprietor, headmaster, or principal teacher of any school not being a Government school established under an Act relating to public education, shall keep a register or list of attendances of all scholars attending his school, in a form approved by the Minister of Education, which shall be open to inspection at such times in every year as may be mutually agreed upon by an inspector of schools, compulsory officer, or other person duly authorised by the Minister, and such proprietor, headmaster, or principal teacher shall furnish, when required, to an inspector of schools, compulsory officer, or other person duly authorised by the Minister, either in writing or verbally, any information concerning the attendance of any scholar entered on the roll of his school, and shall allow the said inspector of schools, compulsory officer, or other person duly authorised by the Minister, to inspect and make copies from the said register.

Penalty for disturbance.

18. Any person who wilfully disturbs any State or other school established under any of the Acts relating to public education, or who upbraids, insults, or abuses any teacher in the presence or hearing of the pupils assembled in such school, shall be guilty of an offence against this Act, summarily punishable upon conviction before a Court of summary jurisdiction, and shall be liable to a penalty not exceeding Forty shillings and not less than Ten shillings.

Regulations as to examinations for certain bursaries and scholarships.

19. All bursaries and scholarships granted by the Governor out of the public funds shall be open for competition among children being educated at any Government or other efficient school; and the Governor may, from time to time, nake regulations for the conduct of, and subjects for, the examinations for such bursaries and scholarships.

Sections of Schedule 2 of Interpretation Act incorporated.

20. Sections A, C, F, G, and H of the Second Schedule to the Interpretation Act, 1898, are incorporated with this Act.

In the name and on behalf of the Queen I hereby assent to this Act.

GERARD SMITH, *Governor.*

Section 15.

SCHEDULE.

PUBLIC EDUCATION ACT, 1899.

Return of Children below the Age of Fourteen Years.

No.	Name of each child in full.	Sex.	Age.	Where under instruction, showing whether at home, or private or other school.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

I, , of , certify the above to be a true return concerning all children below the age of fourteen years, now residing in this dwelling-house.

Dated this day of , 1 .

(Signature or mark, with witness thereof, of person certifying.)

To , residing at

Take Notice that this return will be called for on or after the day of , 1 , and that any householder neglecting to fill it up by that day, and return it when called for, or wilfully filling it up with an untrue statement, or giving false information to the person leaving the same, is liable on conviction to a penalty not exceeding Five Pounds, or in default to one month's imprisonment.

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THE SYSTEM OF EDUCATION IN NEW ZEALAND.*

I.—Primary Education.

From 1853 to the end of 1876 New Zealand was divided into provinces, under separate governments. Between 1855 and 1857 some system of public primary instruction was established in each of the principal provinces. In all these systems the primary schools were administered by local committees and by a central board or other authority at the provincial capital. The expenses were variously paid out of capitation charges on householders and on children, out of rates on property, out of fees and donations, and out of grants from the provincial treasuries. Religious instruction was provided. Sketch of the early history of the system.

After the abolition of provinces in 1876 the existing provincial systems of education remained in operation until the present system came into force at the beginning of 1878. This differs from most of its provincial predecessors in being at once free, compulsory, and secular. But it still bears traces of its provincial origin: notably in the retention of a provincial administration by boards as well as the central administration by the Education Department. The Education Act of 1877.

Under the "Education Act, 1877," the colony is divided for purposes of primary education into thirteen Education Districts, generally coextensive with the old provinces, or with sub-divisions of them. The Education Districts are sub-divided into a large and increasing number of School Districts, in each of which there is a School Committee of five to nine persons, elected annually by the householders. In each Education District there is an Education Board of nine members, elected three every year for terms of three years by the School Committees. Neither members of Education Boards nor members of School Committees receive any remuneration for their services. Subject to general supervision and control by the Board, and to inspection by the Board's Inspector, the Committee has the management of school business within the school district. The Board appoints and removes teachers, but only after consulting the Committee. The Board also appoints inspectors.

There is a Department of Education presided over by a Minister of Education. The regulations for the inspection of schools and for the issue of certificates to teachers are made by the Governor in Council. The Education Department distributes to the Education Boards the grants voted by Parliament for the maintenance of the primary schools and for school buildings. Department of Education.

The schools are maintained by a statutory payment out of the Finance.

* This report is based upon materials supplied for the purpose by the Department of Education.

consolidated revenue of the colony at the rate of £3 15s. a year for each unit of the average daily attendance of pupils. A detailed statement of expenditure and recoveries in respect of all services under the control or supervision of the Minister of Education during the year ending March 31st, 1900, will be found in Appendix H. below. No fees are chargeable for primary instruction at the public schools. A further capitation of 1s. 6d. on the average daily attendance is voted annually by Parliament for the maintenance of scholarships tenable at secondary schools by children leaving the primary schools. In the year ending March 31st, 1900, this capitation allowance for scholarships amounted to £8,090. Besides these capitations, Parliament votes also a yearly sum of £4,000 towards the cost of inspection of schools by Boards, a subsidy of £300 a year each to the two normal schools, and a variable sum for expenditure on school buildings. In 1899-1900 the grants for school buildings amounted to over £68,000. The capitation voted by Parliament is paid to the several Boards, and forms the fund out of which each Board maintains its schools, pays the salaries of its teachers and other officers, and defrays the greater part of the cost of inspection. The Boards also make small grants to the Committees for fuel, cleaning, and incidental expenses, and for school libraries. The fund at the disposal of a Committee may be supplemented by donations and subscriptions, and by fines recovered for truancy.

Building and equipment of Schools.

The building and equipment of schools is not regulated by law, but is left to the discretion of the several Education Boards. The reports of the several Education Boards, which are published in the annual report of the Minister of Education, contain accounts of the building and operations of each Board for the year under review. In the year 1899, the thirteen Boards spent an aggregate sum of £56,749 5s. 4d. on school buildings, including the amounts spent on furniture, sites, fencing, plans, &c. This was £4,029 more than was spent by the Boards on the same objects in 1898. The following extracts from reports of the Boards of Education for Auckland and Taranaki for 1899 illustrate the difficulties encountered and the efforts which are being made to meet this important educational need.

"The Board has pursued its policy (so far as funds would permit) of providing schools where required, and of improving existing school properties. A few residences have been built, but many more are required. Considerable loss has occurred through the destruction of school buildings by fire. In every case a searching inquiry has been made into the cause of the fire. The demand for increased accommodation in several schools is urgent, and cannot be delayed. Greater care is needed in the supervision of school properties, and in the use of premises and appliances." (Auckland.)

"New schools have been erected at Waiongona and Denbigh Road, and large additions made to the Egmont Road and Toko School buildings. Residences have been erected at Kaiauai and Huiroa, and there are several more very urgently needed, as in the newly settled districts the settlers build their houses only sufficiently large to accommodate their own families, and teachers have a difficulty in finding board and lodging, and in many cases have to put u with great inconvenience." (Taranaki.)

Educational statistics for Public (Elementary) Schools, 1899–1900.

A number of important tables of statistics, drawn from the Report issued by the Minister of Education in August, 1900, and showing the progress of education in New Zealand, will be found in Appendix G. below. At this point it will suffice to say that in 1900 there were 123,207 children belonging to the Public Elementary Schools at the beginning of the year, and at the end of the year the corresponding figure stood at 131,315. Since 1893 the basis upon which capitation grants are paid to the Education Boards has been the "working average." In the calculation of the "working average" for a given school there are omitted all attendances on those half-days on which less than half the pupils on the roll are present; on the other hand, the "strict average" for any school is found by including all the half-days on which the school is open. For 1899 the "working average" was 110,316, and the "strict average" 108,405, or respectively 1,320 and 1,851 less than the corresponding figures for the previous year. But the average of the weekly-roll numbers was only 242 less in 1899 than in 1898. If the "strict average attendance" for the year is expressed as a percentage of the average weekly-roll numbers, the figure 81·2 per cent. represents the regularity of attendance during the year 1899. This is lower than the corresponding figure for any year since 1894. In 1897 the average attendance was 82·9 of the roll and in 1898, when there was a considerable amount of sickness among children, the average attendance was 82·4 per cent. The Minister states in his Report that "it is not easy to assign with any degree of certainty the true causes of the great falling-off in average attendance as compared with the slight decrease in the roll numbers. There does not appear to have been any unusual amount of sickness among children, or any general prevalence of bad weather during the year. Whatever may have been the cause, the increase in the amount of regular attendance seems to rate for attention on the part of all concerned; there is little doubt that to a certain extent it is preventable."

(1.) Attendance.

The Minister's report adds that the returns furnished to the Registrar-General appear to show that the number of children on the rolls of private schools, including Roman Catholic schools, increased during the year 1899 by 513 pupils; and that the number of scholars in public secondary schools increased by seventeen. Thus, taking together public, primary, and secondary schools, and private schools of all kinds, there was a net increase in 1899 of 288 scholars on the rolls.

Irregular attendance is said to have been most pronounced in 1899 in four districts—Taranaki, Hawke's Bay, North Canterbury, and South Canterbury. In four other districts there was a decline in regularity of attendance. In five districts there was an improvement as compared with that of 1898. And this improvement was specially noteworthy in Grey and Westland, where the average attendance reached respectively the figures 87·2 per cent. and 85·7 per cent.

The average attendance for the last quarter of 1899 shows a

much smaller falling off from that of the last quarter of 1898 than is shown in a comparison of the other quarters of the two years. From this fact the Minister surmises that the exceptional causes (sickness, &c.) which operated to produce a low attendance in 1898 were still effective in the first three quarters of 1899.

(2.) Sex and age of pupils.

In 1899 the proportion of boys to girls in the public schools of the Colony remained about the same as before—viz., 51·9 per cent. boys and 48·1 per cent. girls. There were, in all, at the public schools in 1899, 68,201 boys and 63,114 girls. In the same year, 7·8 of the scholars were between five and six years of age, 10·1 between six and seven, 11·1 between seven and eight, 11·3 between eight and nine, 11·5 between nine and ten, 11·4 between ten and eleven, 11·6 between eleven and twelve, 10·6 between twelve and thirteen, 8·0 between thirteen and fourteen, 4·5 between fourteen and fifteen, and 2·1 over fifteen years of age. The total number of scholars under the age of ten was to the number of scholars over ten as 51·8 is to 48·2.

(3.) Classification of pupils by standards.

The number of pupils in the preparatory classes increased in 1899; the proportion of pupils in Standard VI. classes increased; in all classes below Standard III. the proportion remained practically unchanged from 1898; the other classes showed a slight decrease. At the time of the standard examination, the number of children on the rolls was 132,121. Of these 40,002 were in the preparatory classes and 2,678 had already passed Standard VI. There were, therefore, 89,441 on the rolls of Standards I.—VI. Out of these 72,221 passed one or other of the Standards I. to VI., 13,324 failed and 3,896 were absent from the examination.

Of the total number on the rolls of the schools 54·66 per cent. passed the various standards. Of the number actually examined in the standard classes the failures formed 15·58 per cent. For the year 1898 the corresponding figures were 56·03 and 14·1. The Minister remarks that "the falling-off in the percentage of passes may be traced partly to the smaller proportion of pupils in these classes and to the larger number of absentees on the days of examination. The increase in the percentage of failures may probably be set down as a natural consequence of a larger degree of irregularity of attendance rather than as marking any greater severity in the examinations."

(4.) Subjects of instruction.

The following table shows the number of pupils who received instruction in the different subjects of the curriculum in 1899:—

Reading	131,315
Writing	131,315
Arithmetic	131,231
English Grammar and Composition	68,432
Geography	83,081
History	65,775
Elementary Science	47,750
Drawing	126,833
Object Lessons	81,092
Vocal Music	106,381
Needlework (Girls)	52,910
Domestic Economy	5,296

(5.) Number and size of schools.

The number of schools open at the end of 1899 was 1,645, or twenty-one more than were open in December, 1898. The mean average attendance per school fell during the year from 66·4 to 65·1. The number of schools with an average attendance, during the last quarter of the school year, of less than twenty pupils increased by twenty-two—viz., from 429 to 451. The number of schools with an average attendance of from twenty to twenty-four pupils decreased from 203 to 186. Hence the total number of schools with an average attendance under twenty-five pupils was 637, as against 632 in December, 1898. The number of schools with an average attendance of twenty-five to forty-nine pupils increased from 499 in December, 1898, to 531 in December, 1899.

The schools below fifty in average attendance increased during 1899 from 1,131 to 1,168. The schools with an average attendance of fifty and upwards decreased from 493 to 477. In other words, the larger schools, or town schools generally speaking, showed a falling off in attendance while the number of small schools or country schools was greater than in 1898. The number of half-time schools remained about the same as in the previous year. The subsidised schools increased from 176 in December, 1898, to 205 in December, 1899.

(6.) Number and sex of teachers.

In December, 1899, there were employed in the public schools of the Colony 3,614 teachers, exclusive of sewing mistresses; of these 2,592 were adult teachers and 1,022 pupil teachers. Of the adult teachers, 1,220 were men and 1,372 women. Of the pupil teachers 230 were males and 792 females. The number of adult male teachers was thirteen less and that of adult female teachers two more in December, 1899, than in December, 1898. At the end of 1899 there were thirty-nine fewer female pupil teachers and one more male pupil teacher than in December, 1898. Taking the working average for all the schools, the average number of children in attendance to one teacher in the last quarter of 1899 was 30·2.

The proportion of pupil teachers to adult teachers in December, 1899, was one pupil teacher to 2·54 adults. Roughly, this represents two apprentices to five adult teachers. The proportion varies in different districts. An undue number of pupil teachers is regarded by the Minister as obviously a source of weakness, and, so far as this element is concerned, all the North Island districts are weaker than the South Island districts. The weakest district is Hawke's Bay with one pupil teacher to 1·35 adults. Omitting the districts where small schools not having pupil teachers are numerous, the strongest in adult teachers are Otago (one pupil teacher to five adults, or nearly so); Southland, one to 3·6; and North Canterbury, one to 3·35. On the other hand the number of pupils per teacher is smaller in the North Island than in the South; but, remarks the Minister in his report for 1899, "the difference is not enough to counterbalance the disadvantage of having too many pupil teachers. One school, an infant school, has only two adult teachers and eleven apprentices. It is difficult

to imagine on what grounds such an arrangement could be defended. But this is only one of many anomalies, for there are in New Zealand nearly as many methods of staffing schools as there are education districts."

(7.) Teachers' salaries.

The total of all salaries paid to teachers in the public schools of the colony at the end of 1899 was £357,834. This amount includes the salaries of pupil teachers and sewing mistresses, as well as the salaries and allowances paid to adult teachers. The average salary, therefore, per teacher (including those named) was £93 15s. 5d. This amount is lower by 14s. 5d. than the corresponding amount paid in December, 1898. But if sewing mistresses were excluded, and if no account were taken of house-allowances paid to teachers where school houses are not provided, the average salary for all teachers would appear as £96 14s. 3d. "This," the Minister writes, "is probably a truer estimate than the first figure." He adds that "the scales of salaries current in the various districts present an even greater variety than the modes of staffing. For instance, the salary payable to the sole teacher of a school with twenty in attendance varies from £70 to £115. The salaries payable to the head teachers of schools of 600 range from £258 to £375. That paid to the first assistant mistress in a small school varies from £42 to £85; and that paid to the first male assistant in a large school from £175 to £265.

The salaries of the teachers are fixed by the Boards, each of which has its own scale of payment. The amount of a teacher's salary depends mainly on the size of the school and on his position in it; also, to some extent, on his classification. A dwelling for the head teacher is provided at about two schools out of three. There is no provision for the superannuation of teachers, nor do they become entitled to pensions.

(8.) Number of certificated teachers.

The total number of adult teachers (exclusive of sewing mistresses) employed in the public schools of the Colony was 2,592, of whom 2,345 were holders of certificates; seventeen others had passed the certificate examination; sixty-four had gained a partial pass; twenty-eight had failed; and 138 had never been examined by the Department. Including the results of the examination held in January, 1900, the total number of teachers in service and qualified by examination was 2,510.

Teachers' certificates.

Certificates of competency are issued to teachers after examination held by the Education Department, or on proof of having passed equivalent examination, conducted by some sufficient public authority. There are five classes of teachers' certificates, of which Class E, the lowest, indicates the possession of a sound "English" education such as is given in the public schools of the colony; while Class A, the highest, is reserved for university graduates in first-class or second-class honours. But in each class there are five divisions, depending on efficiency, and, in less degree, on seniority, and a teacher's rank depends equally on the class and on his division; so that, for example, the certificates of A5, B4, C3, D2, and E1 are all of equal rank.

Examination for teachers' certificates, 1900.

The number of candidates who entered for the examination for teachers' certificates in January, 1900, was 632.

At this examination, four were candidates for Class C (University status being taken into account), 203 were candidates for the whole examination for Class D, and 137, having been credited with "partial success" for Class D, came up to complete their examination; 189 were candidates for the whole examination for Class E, and 99 came up to complete the examination for that class. Among these 632 candidates were 172 candidates who had already passed for Class E, and were seeking promotion to Class D; and of the remainder—460 in number—70 were teachers in the service of the Boards, 245 were pupil-teachers, and fifty-seven were normal-school students in training; while thirty-six were persons who had ceased to be teachers, pupil-teachers, or normal students, and fifty-two had never sustained any such relation to the public schools.

Of the whole number of 632 candidates, 190 "passed" (104 for D, and eighty-six for E), and 146 achieved "partial success" (seventy-nine for D, and sixty-seven for E), while 284 failed to improve their status. Of the candidates that achieved "success" or "partial success," twenty-one had previously failed. As the result of the examination, 148 new certificates were issued (sixty-two for Class D, and eighty-six for Class E), and forty two certificates of Class E were raised to Class D.

The following table exhibits some of these statistics. The normal students were again the most successful class of candidates:—

Status before Examination.	Number of Candidates.	Results of Examination.					
		Pass for D.	Pass for E.	Pass for E, and Partial Pass for D.	Partial Pass for D.	Partial Pass for E.	Total.
Passed before for E...	172	42	—	—	32	—	74
Not passed before—							
Teachers	70	4	14	4	1	3	26
Pupil teachers ...	246	25	62	5	10	49	151
Normal students...	57	19	1	2	23	6	51
Retired	36	13	5	1	3*	2	24
Outside candidates	52	1	4	—	10	7	22
Totals	633	104	86	12	79	67	348

* Includes two for Class C.

The detailed regulations for teachers' certificates will be found in Appendix B. below.

Training colleges for teachers.

There are two training colleges in the colony, maintained one by the North Canterbury Education Board at Christchurch, and the other by the Otago Board at Dunedin. There is at each of these towns a college affiliated to the New Zealand University, and the boards grant exhibitions to matriculated normal students attending college lectures. Exhibitions of £26, £30, and £50 a year for one or for two years are granted to pupil-teachers that have served their full term and passed their examinations creditably. A student that has not been a pupil-teacher must either pay fees at the rate of £12 or £20 a year for tuition, or must give a bond with sureties for £100 to teach for two years in the public schools of the colony after leaving the college. A similar bond is required of exhibitioners. The regulations in regard to normal schools are printed in Appendix D. below.

The Minister's report for 1900 contains the following paragraph on training colleges:—

The vote of £600 for the training of teachers was divided equally between the Normal Schools at Christchurch and Dunedin. These are at present the only training institutions for teachers in the colony; in some other districts a certain degree of provision for the training of teachers has been made, but, owing chiefly to want of funds, it is not such as can be considered adequate. Many teachers also are prepared for their certificate examination by private tuition; it must not be overlooked that the passing of a certificate examination is a very small part of what should be required, even when superimposed upon a pupil-teacher course, and it by no means necessarily produces a trained teacher. It will become a question for consideration in the near future whether definite training for all teachers should not be provided by the State. In the case of the four large centres it will be possible to co-ordinate this with the work of the University Colleges; at the smaller centres those who cannot, by scholarships or otherwise, find admittance to the four chief Normal Schools should likewise have the opportunity by means of classes, of undergoing a regular course of training.

Teachers' court of appeal.

Teachers have legal right of appeal to a "Teachers' Court of Appeal," which is constituted by Act of Parliament for the purpose of hearing and determining appeals against dismissal or suspension. For the purpose of each appeal as it arises, the Court consists of three persons, viz.:—

(1.) Such Stipendiary Magistrate in the district wherein the appellant teacher was employed at the time of his dismissal as the Minister appoints;

(2.) One person of either sex to be nominated in a prescribed manner by a teachers' corporation in the said district; and

(3.) One such person to be similarly appointed by the respondent Board which dismissed or suspended the appellant teacher.

Of this Court of three persons the stipendiary magistrate is chairman, with a casting vote in the case of equality of voting.

The appellant may himself appear, or may be represented by some person on his behalf; and the Board, as respondent, shall be represented by its Chairman or some other person appointed by the Board, but no solicitors or counsel shall appear or be heard.

It is provided that the Court (1) may waive any technical error or defect in the proceedings; (2) may adjourn its sittings from time to time; (3) shall take evidence on oath, to be administered by any member of the Court; (4) shall not be bound by the strict rules of evidence; (5) shall conduct its proceedings in public or (with the consent of both parties) in private; and (6) shall hear and determine the appeal according to equity and good conscience.

The decision of the Court has to be in writing, signed by the Chairman, and a copy thereof is given to each of the parties, and is also forwarded to the Minister. The decision of the Court is final and binding on both parties. If by such decision it appears that the appellant has been wrongfully dismissed or suspended, it is provided that he shall, if the Court so orders, be entitled to be reinstated, or, at the option of the Board, to be appointed to a similar position in another school, and shall also, if the Court so orders, be entitled to receive such reasonable compensation for loss of salary as the Court directs. Such compensation shall in no case exceed a continuance of his salary from the date of his suspension or dismissal until the date of his reinstatement or appointment as aforesaid.

The Court may award costs, fix the amount thereof and direct by and to whom they shall be paid and in what proportions. In such costs are included witnesses' expenses and the actual expenses incurred by or on behalf of the Court and its members in holding the sittings of the Court. All costs awarded against the appellant are payable by the corporation nominating the member of the Court as aforesaid, and, when so paid, may be recovered by such corporation from the appellant.

The text of the Public School Teachers' Incorporation and Courts of Appeal Act, 1895, with the regulations framed under the Act, and its amendment in 1897, will be found in Appendix F. below.

Pupil teachers.

Pupil teachers form part of the staff in all but the very smallest schools. They receive instruction in the subjects of the Class E and Class D certificate examinations from the head teacher of the school out of school hours. The term of apprenticeship is usually five years, of which two may be remitted to successful candidates at the class D or matriculation examinations. Pupil teachers are expected to sit for their certificate examinations in their fifth year at latest. Their remuneration ranges from about £20 to about £50 a year. The regulations in regard to pupil teachers will be found in Appendix C. below.

Limits of compulsory attendance.

The public elementary schools are open to all children between the ages of five and fifteen, and attendance is compulsory from seven to thirteen. It is left to the discretion of each school committee to enforce in its own district the compulsory clauses of the Act.

Arrangements for religious instruction.

The instruction is entirely secular, though religious instruction may with the consent of the committee be given in the school building out of

Course of study in primary schools.

school hours. The subjects of instruction are reading, writing, arithmetic, English grammar and composition, geography, history, object lessons and elementary science, drawing, vocal music, and, for girls, needlework and domestic economy. Military drill for boys is prescribed by the Act; and physical training is given to both boys and girls wherever efficient instructors are available. Under the Act passed in 1895 any Education Board may order elementary manual training to be included in the ordinary course of instruction at any public school in its district. The syllabus of pass subjects, class subjects, and additional subjects will be found in Appendix A. below.

The new regulations for the inspection and examination of schools, 1900.

On January 1st, 1900, there came into force new regulations on the subject of inspection of elementary schools in the Colony. The promulgation of these new rules may be regarded as an event of great importance in the educational history of New Zealand. The full text of the new regulations will be found in Appendix A. below, wherein the text of the cancelled regulations is also printed in order to facilitate comparison between the two systems. As the question of school inspection is engaging the thoughts of students of education in many parts of the world, it has been thought desirable to enter in this report into some detail in regard to the important change recently introduced in the schools of the Colony.

The following passage is taken from the report of the Minister of Education, dated August 30th, 1900:—

The New Regulations for the Inspection and Examination of Schools.

For some years the question of the revision of the regulations for the inspection of public schools has been much discussed by prominent educationists throughout the colony, particularly in regard to the desirability of giving head-teachers a greater amount of freedom in the classification of their pupils, of abolishing the individual standard pass, and of transferring the work of the detailed examination of the pupils of the schools from the Inspectors to the head-teachers. There appeared to be a very pronounced opinion on the part of Educational Boards, School Committees, Inspectors of Schools, Teachers, and others in favour of a modification of the regulations, generally, although not quite unanimously, in the direction of the changes indicated. This feeling undoubtedly received considerable stimulus from the success that had attended similar reforms in Great Britain.

The question of the revision of the standard regulations was the principal subject of discussion at the Education Conference held in Wellington in July, 1899, when there were represented nine out of thirteen Education Boards, the Inspectors of Schools under the same Boards, and the various branches of the New Zealand Educational Institute. The resolutions carried at that Conference, although not altogether consistent with one another, afforded, with the discussions that took place upon them, a fairly good idea of the opinions of those with whom rests the actual work of carrying out the Education Act.

Draft copies of the new regulations were sent to Education Boards, School Committees, Inspectors of Schools, and Educational Institutes, and suggestions were invited. After due consideration of these suggestions, and the introduction of slight modifications in accordance therewith, the regulations were gazetted on the 16th of December, 1899, and came into

force on the 1st January, 1900. It may be as well to sum up here the chief points in respect of which the new regulations differ from the old.

(1.) The principal teacher of a school has "Full discretion to arrange his pupils in different classes for different subjects according to their ability and proficiency with respect to the several subjects," . . . "Provided that any pupil must be placed in the same class for all the English pass-subjects—namely, reading, spelling and dictation, writing and composition." The condition that practically prevented this from being acted upon before —namely, that a pupil must be presented in a standard higher than that already passed—is now removed, and every pupil examined by the Inspector is to be examined in the class in which he has been taught. Teachers have, therefore, now, to a very large extent, freedom in regard to the classification of their pupils. It will hardly be questioned that the teacher who has taught a child throughout the year, who has watched his progress, and knows his strong points and his weak points, is the proper person to determine the classes in which he shall be placed. Fear has, indeed, been expressed that teachers may, in acquiring this liberty, be exposed to fresh anxieties by reason of pressure on the part of parents or other interested persons for the promotion of children who have not shown that they deserve it; but it may surely be hoped that a wise firmness on the part of teachers, aided by the support, if necessary, of Inspectors and School Committees, and especially by a healthy public opinion, will be sufficient to keep this danger within narrow limits. One important fact that appears to have been overlooked by some is that the teacher may be guided in his classification by all that he knows of the children's ability and proficiency, and not merely by the results of one examination in the year. Children who make more than average progress may be moved up more quickly, and those who are slower may spend a longer time in the several classes than the average child is expected to spend. The removal of the supposed necessity for hurrying all pupils through the same compulsory amount of work in the same time should give considerable relief to the conscientious teacher, and leave him free to *teach*, in the highest sense of that word.

(2.) In deference to the feeling of the majority of the delegates present at the Education Conference, the individual standard pass, in a modified form, has been retained; the examination on which passes in standards are based and standard certificates are granted is to be held once a year—in general, for classes Standard I. to Standard V. by the head teacher, and for Standard VI. by the Inspector. It may emphasize what has been said above to point out definitely that this annual examination is not an examination for the purpose of classification, but for that of assigning certificates; the classification will not depend solely upon the examination, although the knowledge gained thereby will be, of course, one of the chief elements to guide the teacher in classifying his pupils.

The head-teacher's examination has probably existed in most schools as a kind of preliminary practice for the Inspector's annual examination; the only difference will be that it will in some cases be now somewhat more precise in character than it was before.

The Inspector's annual examination will not in general be a detailed examination of all the pupils (except those of Standard VI., or of candidates for exemption certificates), but will be such as will suffice to enable him to take a broad view of the general efficiency of the instruction given in the school.

(3.) At the same time, to guard against the occasional danger of marked inefficiency in the teaching of a school or of a class, Regulation 6 gives the Inspector power to examine all the pupils, and to direct that his results shall be those on which standard certificates are to be granted. There is nothing to prevent an inspector who so desires it from making the exception the rule, and examining all schools in detail accordingly; but such is by no means the intention of the regulation, and it is sincerely to be hoped that those who are not already converted by the example of Great Britain, referred to above, may yet come to see that the atmosphere of liberty is the

only one in which true teaching can thrive, and may give the new system a fair trial. One of the greatest of its advantages will certainly be that Inspectors will be more free to devote their attention as experts to the wider issues of school work and organization, that they will have time to visit more frequently schools that need their help, and to assist teachers in the improvement of the methods of instruction and of the management of their schools. The work of the Inspector, in short, will be *qualitative* rather than *quantitative;* he will influence the character of the teaching instead of attempting to measure the amount of knowledge possessed by each individual child.

The remaining features of the new regulations may be summed up briefly: The standard of exemption, by the unanimous consent of all concerned, has been raised to the Fifth Standard; handwork, which under the Manual and Technical Elementary Instruction Act of 1895 might be introduced into any public school, may now be substituted for certain other subjects, and therefore may be introduced into a school without increasing the burden laid upon the children and their teachers.

Except in respect of this change and of the transference of some of the subjects from the pass-group to the class-group, no change has been made in the requirements of the syllabus, as it was considered that time should be allowed to gauge the effect of the degree of freedom afforded by the new regulations. Undoubtedly, however, especially in smaller schools, the number of compulsory subjects is such as to affect prejudicially the quality of the instruction, and relief might be with advantage granted to both teachers and taught. The syllabus of some of the subjects, moreover, requires revision in the light of recent experience and of current ideas.

It has been thought well to postpone consideration of the syllabus until after the conference of Inspectors which it is proposed to hold in Wellington about the end of January, 1901.

In view of the great importance of the recent change in the rules for inspection, the following extracts from the reports of inspectors of schools for various districts, published by the New Zealand Government in 1900, will be read with interest.

Mr. D. Petrie, Chief Inspector to the Auckland Board of Education, wrote as follows in March, 1900:—

As the past year proves to be the last of the old educational *régime*, I may take a cursory glance at its merits and defects. The standard-pass system as heretofore organised certainly secured a very considerable measure of accuracy and thoroughness of instruction all round. It encouraged teachers to do their best to advance the duller scholars, and kept up a very fair average of attainments throughout every class of every school. These are all good ends in their way. The system had, however, grave inherent defects. It tended to foster a mechanical spirit in the teaching, by making teachers and pupils think more of passing an examination, of attaining a medium average of proficiency, than of the mental training and discipline to be gained by the teaching processes applied. It tended to concentrate effort and attention in the backward or irregular pupils, to the comparative neglect of the brighter spirits, whose training might easily have reached a higher pitch under more genial conditions. It also created a period of forced study, of stress and strain, during the few months preceding the examinations, that was at once hurtful to true education, and undoubtedly lent colour to the outcry against "cram." To pupils the system was in some respects unfair, for it gave an importance and finality to a single examination that could not be warranted, and above all created a grossly exaggerated distinction between the merits of pupils who passed and those who failed. For it should be clearly understood that the great majority of those who failed at the standard examinations were not greatly inferior in attainments to many of those who passed. I am glad that the standard-pass system has now been so greatly curtailed, and may take to

myself some credit for having been the first to advocate this change. When the Hon. T. W. Hislop was Minister of Education, I brought the objections to the standard-pass system under his notice as forcibly as I could, and at the first conference of Inspectors I took ineffective action in the direction of a change. In recent years I said little on the subject because I felt it to be discourteous for Inspectors to be continually opposing the settled, though (as I believed) the mistaken, policy of the Education Department. The battle had to be fought out by others, whose action was less open to misunderstanding.

Time and experience will tell how far the new arrangements are suitable, and likely to foster a true spirit of education in the public schools. Their success will depend more than ever on the ability, skill, and fidelity of head teachers, and I trust they will as a body rise to the height of their enhanced responsibilities. It is, however, clear that the evils of the old standard-pass system have not been removed, they have only been mitigated. So long as the passing of the standards depended on an Inspector's examination, it had to depend on the application of a single test with all its uncertain issues, for he could not possibly examine each school two or three times a year. But as soon as the determination of passes in Standards I. to V. is intrusted to head teachers, there is no longer any reason why the passing of these standards should depend on the issue of a single examination. It would surely have been wiser to make all promotions depend on the results of a series of periodical—say, quarterly—examinations. This course would get rid of all the objectionable features of the old standard-pass system. The element of accident or chance would be eliminated as far as practicable, the period of stress and strain and the encouragement to cramming would be removed, and both pupils and teachers would be encouraged to show equal application and steady earnest work throughout the year. It may be against the letter of the new regulations for head teachers to take account of their periodic examinations in determining passes in standards and promotions, but it seems in accordance with their spirit, and I hope head teachers will not fail to take account in this connection of the year's work, as far as it is available.

The safeguards for securing efficient teaching under the new *régime* seem to me sufficient, and the future of elementary education in the colony need not wear any other aspect than a hopeful one.

Mr. W. Hill, Inspector of Schools at Napier, referred to the subject in his report on the progress of education in Hawke's Bay, under date February 8th, 1900:—

The year under notice closes the system of examination that has been in force since the passing of the Education Act. In future the Inspectors and teachers will occupy widely different positions in relation to standard examinations. The needless detail will disappear from the Inspector's purview, and up to and including Standard V. the principal teacher will have the right to pass his own pupils, subject to a controlling veto by an Inspector. It would be premature to remark upon this new system of examination. Some four or five years have gone by since the privilege was conceded for the examination of Standards I. and II. by principal teachers. Under careful regulation the plan has worked satisfactorily, and, so long as care is taken to maintain the same average standard in the schools throughout each educational district, there is no reason why the same plan should not be observed for the higher standards. I am fully convinced that the mote has been the end of our past examinations, whilst the beam has been left unheeded ; by this I mean that more heed has been paid to a defect in the case of separate pupils, whilst the methods of instruction and the dovetailing of plan throughout the standard course have been almost wholly neglected. Considering that the schools are subject to so much supervision, it is surprising to find such a variety of plans and methods of instruction even in the same school where more than one teacher is engaged, and children passing from class to class, not to mention from school to school, are placed under quite different methods in the

preparation of school work. One often hears remarks about the backwardness of children when admitted from other schools, but the fault rests more with the differences of system under which the pupils have been instructed. Even in subjects like arithmetic and history the methods in schools are so diverse that pupils are too often blamed on account of defects of plan which are permitted by principal teachers, who fail to realise that they themselves are responsible by their omitting to see that plans and methods are dovetailed from class to class and from standard to standard. The modified regulations will enable much more attention to be paid to the higher aspects of school training and preparation than has been possible hitherto, and if they lead teachers to take a wider view of their duties in relation to school life and its effect upon the future of the country a great good will have been accomplished. It is assumed that those who are entrusted with so much responsibility have acquired the art of their profession, and are capable of carrying that art into the work of a school. I have no intention of naming schools by preference, but there are teachers under the Board who take the widest view of training and give as much heed to manners, forms of courtesy, and right conduct among the pupils as they do to the preparation of school subjects. There character comes to the front, and teachers who aim to bring the several aspects of school training into one harmonious whole, by making character the end of education, fulfil the highest duties as teachers of the young.

Mr. John Smith, Inspector of Schools for the Marlborough District, reported as follows :—

I view with much hopeful anticipation such of the recent alterations in the regulations for the inspection and examination of schools as will enable the teacher to give some consideration to the natural capabilities and requirements of his various scholars, and to classify them in accordance therewith. How far the welfare of the scholars and the comfort of the teachers will be promoted by the other important alteration—*i.e.*, the examination of their own scholars by the teachers—time alone will show. The latter change is not generally regarded by the teachers of this district as a welcome one, especially by those in charge of the smaller schools. The most important change made is that which gives head teachers the power to classify their scholars, not according to a rigid rule, but so as to suit their varying capacities. In judicious hands there can be no doubt that this will prove eminently advantageous to the scholars themselves, though adding materially to the difficulties and responsibilities of the teachers. The privilege thus granted to them also removes one of the most generally recognised faults of the standard system—*i.e.*, the vain attempt to force all varieties and degrees of mental calibre through precisely the same rigid groove in the same time--a feat which, if ever accomplished, can only be by means of a process which has been stamped with the obnoxious epithet of "cram," a much misused term, however, when indiscriminately applied to the work of all our teachers. Another most important change, and one that will perhaps give rise to much trouble and annoyance to a certain class of teachers in some localities, is that which confers upon them the power of examining for a pass all the standards except the sixth. If the teacher is thoroughly conscientious in the performance of this duty he will inevitably give offence to that numerous class of parents who believe that their own geese are swans of the most resplendent plumage, and are quite impervious to any argument based on a deficiency of intellect in their offspring. I have known cases where the parents of children afflicted with a weakness of intellect amounting almost to idiocy have loudly condemned the teacher for partiality, or even for incompetency, because the said children failed when the rest of the class passed. Hitherto the teacher has possessed an invaluable panacea for such complaints in the power (not, however, very frequently exercised), of attributing the failures of his scholars to the overstrictness of the examination, and has thus shared the burthen with if he has not transferred it entirely to the shoulders of the Inspector. As regards the thoroughness of the examinations under the new conditions, if I am to

judge by my experience of the examinations of Standards I. and II. by the teachers during the past few years, I can have no misgivings. The tests employed by the teachers in the examinations of these two standards have in all cases fully equalled, and in many far exceeded, in difficulty, those that I should have placed before the same classes; and, as I propose to require the tests set in all classes to be presented to me, any weakness in this direction would be at once apparent, and could be immediately rectified under Clause 6 of the Regulations. The effect of these alterations upon the work of the Inspector will not be very appreciable. Having still to examine Standard VI., as well as a fair proportion of the scholars in every class, there will be very little time saved inside the schools, though he will be freed from a large portion of the drudgery of examining the written work of the scholars—a business which has hitherto, at the larger schools, occupied him far into the night after the examination, and at the largest even longer. I do not think it will be advisable, either in the interests of scholars or of teachers at the household and smaller aided schools, to depart greatly from the method of examination hitherto followed, and in such cases I intend to examine the upper standards myself. In dealing with the other schools my action will be influenced by my knowledge of their past progress and efficiency, aided by the observations made during my visit of inspection.

Mr. A. J. Morton, Inspector of Schools in the Westland District, wrote as follows:—

The work of the ensuing year will have special interest owing to the new conditions under which it will be carried on. In the large schools of the Colony the change will be very welcome to both teachers and Inspectors. The former will possess greater control in regard to irregularity of attendance and to the effect of very backward pupils on the various classes, which will become more homogeneous. The Inspectors will be spared time and energy for more important duties. In smaller schools, too, where the responsibility of the promotions of pupils will fall to a larger extent on the Inspector, more freedom is allowed under the new regulations. It will be possible, in cases of irregular attendance and backwardness in one or more subjects, to arrange that the work of other pupils shall not be retarded by the necessity, formerly existing, of presenting every pupil in the standard succeeding the one already passed.

While these valuable benefits exist, there is no doubt that in most cases where a school is in charge of a sole teacher, and occasionally even in others, it will be necessary for the Inspector to assume the responsibility, granted by one of the regulations, of the promotion of the pupils. In such schools the danger is always present that teachers will allow parental influence to induce them to promote pupils unduly. Those in charge of the aided and other small schools have frequently had, before appointment, no training whatever, and their attainments are confined to a pass in the Sixth Standard. It is therefore very advisable to allow the passing of the scholars to remain in the hands of the Inspector Indeed, as in this district the schools are mostly small, the system of testing individually the progress of the pupils will be modified to a very small extent.

Messrs. Wood, Anderson and Ritchie, Inspectors of Schools for the North Canterbury District, wrote as follows:—

The most interesting and important feature of the year has undoubtedly been the issue, after a considerable amount of discussion, of amended regulations to come into force immediately. On a number of the topics involved we have already expressed opinions pretty fully, and it is therefore scarcely necessary here to do more than review the prospective changes in their relation to the Inspector's duties, and in one or two other closely-related aspects. For some years past the Home authorities have been gradually substituting inspection for examination in judging the

efficiency of schools, and the change has been received with a chorus of congratulation broken only by a few solitary voices of warning. Inspection as understood, however, in English schools at present is hedged in with elaborate precautions which our form of control would find difficul of enforcement in New Zealand, and one vastly important consideration is ever present—that in England the payments from the public funds, made to the school managers for the purposes of the school, vary with the degree of efficiency, and may be withdrawn altogether under exceptional circumstances. Nothing like this power of the purse exists in New Zealand, and the greatest caution has therefore to be exercised in any attempt to transplant arrangements which have met with approval under widely different conditions. We are ourselves of opinion that, whatever be the ultimate form of an Inspector's duties, inspection pure and simple can never prove sufficient, and we fully expect that a few years more will see an English reaction in favour of a greater element of examination than is now the practice. The Inspector, especially when he takes the form of an examiner, we all know is a nuisance, and we can hardly suppose that any place will be found for him in the general scheme of things in the happy millennial days, but in the meantime he is necessary, and necessary not only as the observer and reporter of the ordinary course of school work, but as the inquirer by means of special tests into the mental progress made by the pupils under the teachers' instruction. It does not by any means follow, however, that the Inspector as an examiner should conceive it his duty to ascertain and record, with a view to promotion, the individual proficiency of every child subject to his inspection. That is the conception that has for many years determined the practice in New Zealand, and it may be a surprise to some people to learn that such an undertaking belongs properly to the head teachers of the schools themselves, and forms no part of an Inspector's legitimate function. The conception has had, however, advantages as well as disadvantages, and if it is a wrong one, the Inspector has probably been as great a sufferer as any person concerned. In future the head teachers will exercise this, their proper function, with certain precautions which we think are wisely provided, and the Inspectors, while not exempt from the obligation of examination in the formation of judgments, will save, in the larger schools at least, a certain amount of time and labour which might profitably be otherwise bestowed.

It is this alteration in the respective duties of Inspector and head master that has probably been most prominent hitherto in the minds of teachers when they have urged a claim for "freedom of classification"; but the expression has also been used in an authoritative way to summarise, with a somewhat different connotation, the changes at present contemplated. The expression is a fine mouth-filling phrase with a pleasant suggestion of tyranny subverted, and the different meanings it may bear will repay inquiry. In one sense the teachers have enjoyed the privilege for a number of years, as it has long been expressly laid down that "for the purposes of instruction the principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency in the several subjects, and according to the number of available teachers," &c. This recognises for instruction purposes a subject classification, and that little or no use has ever been made of the permission given is set down with more or less truth to the fact that at the same time "for purposes of inspection and examination every pupil in the school must be considered to belong to one of the standard classes" as previously defined. The amended regulations, in their original form as first proposed, abolished the standard of average attainment with a view to the encouragement of a greater use of a classification by subjects. In doing so, however, it seemed to us to be opening the door to very serious abuses, and this subject classification on further examination was found to be by no means the entirely desirable thing it had appeared to be. It is open primarily to the objection that in the elementary school, so far at least as the commonly understood elementary subjects are concerned, specialisation on the part of the pupil is by no

means desirable, and, secondly, it is in a large measure impracticable. In the small school, where several classes have to be taught by the same teacher, the necessities of the time-table arrangements forbid a subject classification; and in the large school, with a large number of classes, and a separate room for each class, considerations of discipline stand in the way. If, then, a subject classification, which at first sight appears so attractive, is impracticable in the smaller school, and to be sparingly resorted to in the larger, and to be, further, from an educational point of view, at the least of very doubtful expediency, we have found ourselves unable to see why the very substantial guarantee that a standard arrangement provides should be abandoned in its favour. As the outcome of the objections accordingly made, some modifications in the first proposals have been made, effecting a compromise. A standard of average attainment at the several stages has been recognised in a limited number of subjects, while outside this group the teacher is at liberty to classify his children in the different subjects as he pleases, and the Inspector is bound to examine them as they are so classified for instruction. The newer arrangement is, we think, quite a workable one, and has capabilities for fruitful developments; but the value of the whole appears to us to be endangered by the extremely limited character of the standard of attainment prescribed in Standards III., IV., and V., forming a very frail foundation for promotion. We have elsewhere made representations on the subject, and we earnestly trust that in this respect the scheme will be reconsidered in time to save the schools from starting a fresh career on a false basis.

Messrs. Goyen, Fitzgerald, Richardson and Bossence, Inspectors of Schools for the Otago District, reported as follows:—

We are glad to know that the system which imposed upon us the duty of determining the "passes" is now practically no more. It has undoubtedly done good work, but it has long survived its usefulness. We have for some years recognised this, and have judged the character of the instruction by a method that is almost identical with that now adopted by the Education Department. To comply with the regulations we have "passed" or "failed" according as individual pupils seemed to us to merit the one mark or the other; but we have so examined as to discover not so much the attainments of individuals as the general character of the instruction given in the classes. Henceforth we shall be almost entirely concerned with the general efficiency, and hardly at all with the passing of individuals. There will still be examinations for promotion; but they will be conducted by the teachers, than whom none should be better able to judge of a child's fitness or unfitness for removal to a higher class. This arrangement undoubtedly adds greatly to the responsibility of teachers; but the responsibility is inherent in their position, for the possibility of efficient class instruction is entirely dependent on good classification, which is dependent on the classifier's knowledge of the attainments and capacities, mental and physical, of the children who are to be grouped together as a working unit. From year's end to year's end the teacher is in almost daily contact with his pupils; he should know them through and through, and be better able than an Inspector, however competent the latter may be, to place them where they can work with most advantage to themselves and without hindrance to others.

Under the new system there will probably be at first some, perhaps much, friction, for not a few parents will press for their children's promotion, no matter what judgment the teacher may have formed of their attainments. Such pressure must be resisted, and no teacher should promote a child who has failed to take a good place in his monthly, quarterly, and annual examinations. If the child is not made to feel that, to get promotion, he must win it, there will be an end to the healthy emulation that has in the past been excited by the Inspector's test. This would, we are sure, be a distinct loss, for one of the chief merits of the old system was that it stimulated the children to work eagerly for annual promotion.

Under the old system it was assumed that all the pupils of a standard were required to do the same work in the same order and at the same rate —requirements possible of fulfilment only where there are equal attainments at the beginning, equal home advantages, equal mental and physical capacity, and equal regularity of attendance. But this uniformity nowhere exists, and this is recognised more fully by the new than by the old regulations. A considerable number of children of equal mental endowment differ widely in aptitudes, some being quick in English and slow in arithmetic and some slow in English and quick in arithmetic. Such children it is difficult to work in line for a whole year without overpressing now those who are inept in English and now those who are inept in arithmetic, and this is not only recognised but emphasised by the new regulations. Accordingly, they impose upon the teacher the duty of securing approximate equality of attainment and aptitude by adopting a separate classification in English and arithmetic, thus providing for the grouping into working units in each of these subjects respectively only such pupils as possess equal, or approximately equal, attainment and aptitude in it. The question of attendance and, to some extent that of home advantages, lies with parents ; but innate capacity, whether mental or physical, lies beyond both them and the teacher. Where nature is against us, little can be done ; but in so far as equality of opportunity is controllable by parents and teachers, it should be controlled. Most teachers are alive to their duty in this matter ; but, unfortunately, no inconsiderable proportion of parents are, we regret to report, largely insensible to theirs ; they do not realise the necessity either for regular attendance or for home assistance and sympathy. British freedom is an excellent thing; but when it is claimed and practised by parents to the extent of depriving their children of the means of qualifying for citizenship and of hindering those of others in their efforts to qualify, it degenerates into license and should not be allowed. More than one-seventh of our pupils are always absent from school. Irregular attendance is the most distracting factor in our school economy. It retards the progress even of pupils who attend well; it depresses the spirit of the schools ; it causes friction between teachers and pupils and between teachers and parents ; and it adds immensely to the difficulty of discipline and control. It is, indeed, an unmitigated evil. Country Committees are, not unnaturally, unwilling to face the enforcement of the compulsory clauses; enforcement, however, is the only effective way with inveterate defaulters. Who should face it?

The discipline and *moral* of our schools are very good. Willing obedience, orderliness, honesty, good manners, and good temper are, so far as our observation extends, the rule within the limits of the school ground ; and, though in the streets and on the roads we not infrequently note an absence of easy politeness, we hardly ever see an instance of actual rudeness. The factors operating on the ethical side of school life are—(1) the influence of the teacher, and (2) the influence of home and local environment; and it is only when both of these make for good that we can reasonably expect to see good conduct exemplified in the totality of the child's life. In estimating conduct we should keep this in view ; and, in considering the relation of the teacher thereto, we should remember that the children spend only about one-seventh of their brief school life within his ken.

During recent years the public mind has greatly changed on the question of school and home discipline. Formerly it erred on the side of severity ; it now errs on the side of lenity, if not of laxity. "Rule by love" is now the maxim. It has a fine sound, but the teacher who should attempt to found his government upon it alone would certainly fail ignominiously. A considerable proportion of children are amenable to the discipline of love ; but he has little knowledge of juvenile human nature who does not know that no small proportion are amenable only to the discipline of compulsion. Children would not be children were that not so, and it is absurd to credit them with qualities they do not possess. The average child is much more disposed to gratify his own inclinations than to yield himself to the rule of another, be it that of teacher or parent. Though he may be an angel in the

making, he is a long way short of being an angel wholly made; and it is unreasonable to stigmatise as harsh and cruel the teacher who, when the discipline of love and persuasion fails to compel to right conduct, resorts to that of physical force. To maintain effective working discipline in a class of from sixty to eighty pupils of as many different temperaments is no easy matter, and we should like to see those who make light of it try their hand at it for a day or two. The average child has little love for intellectual conquest; real mental discipline is disagreeable to him; he shirks it whenever and wherever he can. But without mental discipline there is no education, no adequate training in what constitutes a large part of life—namely, the doing of disagreeable work willingly and cheerfully. What follows? That with the average child there must be compulsion, wise compulsion it should be, but compulsion all the same, to do with all his might what is disagreeable or even repulsive to him. Effort, strenuous effort, is of the very essence of education; and, when and where it is not given willingly, it must be compelled. Here is the point at which lies the parting of the ways: the skilful teacher will compel wisely, the unskilful unwisely; but even unskilful compulsion is for the child better than none at all. To few is it given to be entirely successful in every department of their work, and we plead that parents should try to realise the great difficulty of teaching large numbers, and be slow to take the part of the children against the teachers, even when they feel that the teachers are in the wrong. Most parents are familiar with the difficulties of family management. Let each multiply his difficulties many times, and he will get a faint notion of those of teachers.

Cadet corps.

Last session a vote of £400 was passed for the purchase of 2,000 model (or dummy) rifles for use in public schools These were obtained, and were offered (see Appendix, p. 110) on simple conditions to Education Boards for supply to those schools where cadet companies should be formed. The issue of the models so far has been as follows: Wellington, 613; Nelson, 182; Westland, 80; Grey, 60; Taranaki, 40; North Canterbury, 36. The Industrial Schools at Burnham and Caversham have each received 50. The use of these model rifles seems to give greater interest to the drill, paving the way for the general instruction of the youth of the colony in the elementary principles of national defence. To carry out the ideas more fully it will be necessary to provide trained instructors so that the teachers of the schools may be able to drill their pupils in an efficient manner. In order to place all matters connected with cadet corps on a proper and uniform footing it has been decided that all such matters, including the management of cadet corps in the secondary schools, shall be under the control of the Education Department.

Rules for Loan of model rifles.

The following circular, issued by Mr. George Hogben, Secretary for Education, from the Education Department, Wellington, to the Education Boards on January 15th, 1900, gives the rules under which model rifles are issued on loan to Education Boards for use in public schools:—

1. To qualify for a loan of model rifles an Education Board must make regulations approved by the Minister, providing, *inter alia*,—

(a.) That each cadet company shall have a minimum strength of thirty-five of all ranks, classified approximately as follows: One captain, two lieutenants, one colour-sergeant, three sergeants, one bugler, twenty-seven cadets; officers to be appointed on the recommendation of the headmaster.

(*b.*) That as a rule no boy shall be enrolled in a cadet company who is under the age of twelve; but that in exceptional cases younger boys may be enrolled provided that they are not under 4 ft. 7½ in. in height, and are otherwise physically fit.

(*c.*) That, subject to the supply being adequate, a model rifle will be issued to each cadet in a regularly formed company on the headmaster's undertaking to provide for its proper care and custody, and for the payment of 4s. for its replacement if it should be broken or damaged otherwise than by fair usage.

(*d.*) That every worn-out rifle shall be returned to the Board's office.

(*e.*) That cadets shall not take their rifles from the precincts of their schools except for an authorised parade or manœuvre.

(*f.*) That the rifles shall always be kept clean, dry, and in good order; and that after use they are to be cleaned and placed safely in racks provided for them.

(*g.*) That companies shall be drilled not less than half an hour twice a week, or forty-five minutes once a week; and that physical and company drill shall form part of their work.

(*h.*) That the drill-book used shall be "The Drill-book; By Authority," or other recognised manual on the subject.

(2.) At the beginning of each year the Board shall send to the department a copy of its regulations for the organisation and control of public-school cadet companies, a statement of the number and strength of the cadet companies in the district, and a statement of the number of model rifles in stock in good order and condition.

(3.) Rifles that become worn out are to be returned to the department, and if they appear to have received fair usage may be replaced by new ones.

(4.) The department will not undertake at present to supply model rifles except to cadet companies actually formed under regulations made hereunder.

(5.) The department reserves the right to ask at any time for the return of model rifles supplied on loan to any Board, if it should see reason for doing so.

Nature study and teaching of the elements of agriculture.

As much attention is now being given by students of education to the question of nature study in elementary schools, and to the teaching of the elements of agricultural knowledge to country children, the following remarks on the subject, submitted in their last report by Messrs. Goyen, Fitzgerald, Richardson and Bossence (Inspectors of Schools for the Otago District), will be read with interest.

There is improvement in the methods of giving object and science lessons. One of the chief aims of instruction in nature-knowledge is to excite in children interest in the things and phenomena of the district in which they live. The exposed rocks, the water-worn stones, the hills, the valleys, the streams, the wild flowers, the insects, the birds, all contribute material for interesting and profitable study. The teacher who can read the book of nature does not need to go far afield for subjects, nor does he need a lot of expensive apparatus.

We are seldom satisfied with the treatment of the elements of agricultural knowledge. What is learnt is for the most part learnt from text-books, and rouses no interest in rural life and occupations. The department's syllabus is in the main an excellent one; and, though it involves some knowledge of all the sciences, it involves little that cannot be learnt

by observation and easy experimentation. Plants and insects abound. Why not examine them instead of pictures of them? The soil is always present, and its mechanical, but not its chemical, analysis is easy to any one. How it is formed stares us in the face everywhere. Why restrict the work to the text-book when the book of nature lies open to the reading eye? There is the soil of the school ground; why not experiment with it, instead of learning from the text-book what will happen if we do so-and-so? We have only to plant a few beans or other seeds, and examine them at suitable intervals to see all the phenomena of germination, and only to put a spray of green leaves into a tumbler of water, invert the tumbler in a shallow dish, and put it in the sunlight to see part of the phenomena of respiration; and so on with scores of other things prescribed for study by the department. Why not see for ourselves instead of learning about what others have seen? What we have to do is, not to teach farming, which we are wholly unfitted to do, but to rouse in children keen interest in and love for all kinds of rural life and work, to generate in them habits of accurate observation, and to lead them to such first-hand knowledge of Dame Nature and her wonderful ways as shall enable them, when they enter upon the practice of farming, not only to press her into their service, but also to find

> "Tongues in trees, books in the running brooks,
> Sermons in stones, and good in everything."

The following circular of the Education Department, Wellington, issued to the Education Boards in July, 1899, touches on the question of uniformity of school books. **School books.**

The question of uniformity of school-books has been brought under the attention of the Minister of Education.

The Minister deems it unlikely that the want of uniformity in school books would often create serious inconvenience through removal of children from one education district to another; on the other hand, he thinks that hardship might frequently be caused thereby through the removal of pupils from one school to another within the same education district; and he wishes to point out that this matter would be set right if every Education Board would see that the chief books, especially the Readers, were the same in all schools under its jurisdiction.

Under the regulations just issued the number of series of Readers authorised has been reduced from ten to six, but the Minister considers that there is still ample choice to enable Boards to suit the wants of their respective districts; and he desires me to call the attention of the Boards to the obligation imposed by the regulations of confining their choice of books to those contained in the list of authorised school-books.

I might suggest that the hardship that sometimes ensues when pupils are moved from one education district to another would largely disappear if Boards would adopt some such plan as that of buying from pupils second-hand books in good condition, the books so bought being either sold again or kept to be used as supplementary Readers when the Readers in use were changed.

George Hogben, Secretary for Education.

The following retrospective glance over the progress of education in the Southland district during the decade 1890—1900 is of special interest. It appeared in the report dated March 16th, 1900. **Southland Inspectors' review of educational progress during the past ten years.**

We do not propose on this occasion to enter into any detailed criticism of the manner in which the subjects of instruction have been treated in the schools. It will be more fitting, and perhaps more profitable, in view of the introduction of a revised syllabus, marking as it does an epoch in the history of primary education in this Colony, to take a retrospective glance at some of the salient features of progress in connection with our schools

during the past ten or twelve years, and thereafter to examine the contents of the revised syllabus as shaping the course of primary education in years to come.

Among the more prominent items of progress introduced during the period we desire to pass under review the following may be mentioned :—

(1.) There has been a gradual but steady dispersion of highly qualified teachers throughout the district. Of such the towns absorb but a small proportion, the result being that the majority seek appointments where haply they may be found, thus distributing themselves evenly throughout the length and breadth of Southland. The significance of this diffusion of teaching capacity cannot be overestimated, for by this means unquestioned fitness to teach is to put at the service of the remotest settlers.

(2.) In all the schools there has been improvement in the methods of teaching. This is perhaps most noticeable in the instruction of the lower classes. There is hardly a school in the district into which kindergarten methods, or at least some of the principles of teaching given to the world by Pestalozzi and Froebel, have not been introduced. This may seem an inconsiderable step, but it is really of extreme importance. The foundation of technical education is laid by the application of kindergarten methods; in truth, kindergarten is technical education in a pure though elementary form.

(3.) Within the same period there has taken place marked improvement in the quality of the candidates for admission to the ranks of the pupil-teachership. At the beginning of the period almost the sole qualifications of candidates for this office were some practice in teaching and a Fifth or Sixth Standard pass. At the present time, for every vacancy that occurs the Board receives applications from young people who, in addition to passing their standard examinations and having had some practice in teaching, have matriculated, passed the Junior or Senior Civil Service examination, or secured the teacher's D or E certificate. Many of these candidates have, moreover, been holders of Board's scholarships, and so have the additional advantage of having had a course of education at the local high school. Thus the ranks of the teaching profession are filled by the pick of our scholars, and a department of the public service is supplied by a process of rigorous selection.

(4.) There has been established between the primary and secondary schools a closer relation than had previously existed. What with Board's scholarships, liberal grants of free education by the High School Board, and the determination of parents to give their children a course of secondary education at all costs, large drafts of pupils from every part of the district find their way annually to the high school. If the educational ladder, the path from the primary school to the university, is not complete, it is not the fault of those entrusted with the administration of educational affairs in this district.

(5.) As might be expected, much advance has been made in the direction of supplying the schools with suitable apparatus and appliances. We heartily wish, however, that we could record greater progress in this important branch of school administration.

(6.) It is only a just tribute to the Committees to say that among their other duties they have not been unmindful of the appearance of the school buildings and grounds, and of arrangements making for the comfort and enjoyment of the children. There are, indeed, but few cheerless or neglected looking schools in the district.

(7.) Last but not least, though this is an indication rather of the material prosperity of the district than of progress in education, the roads leading to and from many of the schools have been improved almost beyond recognition.

Turning now to the syllabus, we may remark that, while we bid good-bye to the old order of things without regret, we must not fail to

recognize its merits. Recently a prominent educational authority averred that our New Zealand education system was no system. This statement we take to be just the reverse of the truth. If anything, the organisation of our primary education has been too systematic. From its very nature it possessed the characteristic merits and defects of rigorous system. The merits of the system consisted in the thoroughness and in the strenuous effort towards certain definite ends that it demanded of the teacher. Its demerits consisted in the chill atmosphere of routine and the dull monotony of mechanical methods into which in the hands of all but the most skilful it was apt to degenerate. Teachers, we may be sure, did not manifest these defects by choice. They were compelled willy-nilly to do so by the daily march towards the annual examination. After all, these defects were an accident of the system, not its essence. To say without qualification that the system has been a failure would be tantamount to saying that thousands of young men and women in the Colony are but indifferently fitted to perform their appointed tasks—a statement, surely, that no one will hazard. Thoroughness and steady effort are essential elements in the foundation of character. It is one of the risks to which the new system exposes us that this fact may to some extent be lost sight of.

Regarding the revised syllabus we may say, without committing ourselves to any decided opinion as to how it will work out in practice, that we are in entire sympathy with the general tenor of its provisions. The chief of the new provisions are these :—

(1.) The arrangement of pupils in classes and the promotion of pupils from class to class are entirely in the discretion of the head master.

(2.) The standard of exemption has been raised from Standard IV. to Standard V., and special provision is made for the examination of pupils desiring exemption certificates.

(3.) In Standard VI. alone will the examination of pupils for certificates of proficiency be entirely in the hands of the Inspector : this doubtless with a view to the production of independent testimony of ability by pupils applying for situations in a public or private capacity.

(4.) The standard subjects have been rearranged, the grouping now being —A. Pass-subjects : (1) English, comprising reading, spelling and dictation, writing and composition ; and (2) arithmetic. B. Class-subjects : Geography, drawing, grammar, history, elementary science and object lessons, recitation and handwork. C. Additional subjects : Singing, needlework, and drill. This is the arrangement of subjects for all classes except Standard VI., in which geography and drawing are retained as pass-subjects. Mental arithmetic and comprehension will again be taken as an integral portion of arithmetic and reading respectively, a position from which we have always maintained they should never have been divorced.

(5.) As has been done hitherto, the Inspector at his annual visit will report on the condition of the school, with this fundamental difference : that the individual pass drops entirely out of sight. The annual report will record in general terms the Inspector's estimate of the quality of the work done in the pass- and class-subjects, the amount and quality of the work done in the additional subjects, and the efficiency of the instruction in the preparatory classes and the class above Standard VI. The Inspector will have further to report on the discretion shown by the teacher in his classification and promotion of pupils.

(6.) Distinct recognition is given by the syllabus to the class above Standard VI.

(7.) The conditions for the promotion of pupils to higher classes have been rendered less stringent than they have hitherto been. The only subject in which an absolute pass is uniformly insisted upon is reading, Standard VI. alone being an exception.

(8.) The Inspector may, if he deems it necessary, make an independent examination of the whole school.

(9.) The inspection report will take the same form as before, except in two respects: (1) The list of text-books in use will be reported on; as will also (2) the condition of the apparatus and appliances—a provision agreeing with a recommendation we made in our special report on the first issue of the revised syllabus.

The revised syllabus has been prepared with a view of bringing our school-work into agreement with existing social conditions and with the spirit of the times. What appear to be its most beneficent provisions to these actually engaged in the work of education are the following: To the pupil it brings relief in the form of less rigorous examination, and variety of occupation in the form of handwork. Many a child whose mind is irresponsive to ordinary instruction, whose store of nerve energy is scant at the centres of thought, but plentiful at the tips of his fingers, will now be solaced by an occasional hour's "learning by doing," during which his natural tastes may freely manifest themselves. Again, pupils who excel in any subject—arithmetic, for instance—need not keep marking time till their slower classmates come into line. The frequency of their promotion will be in proportion to their own diligence. Once more, supreme importance is attached to the subject of reading, the full import of which provision will not be adequately recognised till girlhood and boyhood merge into youth, and youth into womanhood and manhood.

The advantages of the revised syllabus to the teacher may be summed up in a single word, and that is the word "freedom." His individuality will now have a better chance of asserting itself in those directions whither his natural bent and abilities lead him. He will be able to study to a greater extent the tastes and temperament of individual pupils, promoting the brighter while not unduly hurrying the more backward. Acting more largely on his own initiative, and recognising the larger trust that has been reposed in him, he must perforce develop an increase of originality, penetration, and power in grappling with the problems of his profession.

The Inspector's work will be modified in several important directions. At his annual visit he will have less ground to cover, though no less work to do. His examination will be directed more to the discovery of the quality of the instruction imparted than of its amount. He will have more time to study the school not merely as a cunningly devised machine mechanically turning out a certain product, but as, under the control of the head master, a self-determining agency striving to launch pupils into life strong and sound in body, mind, and character.

It is said that Bismarck, on being asked after the battle of Sadowa who was the best general, instantly replied "The schoolmaster." The story may be apocryphal, but its appositeness is shown by the growth of the German Empire. If New Zealand is to take her legitimate place among the nations of the earth it can only be by the schoolmaster doing his part well. It may gravely be questioned whether the estimation in which the teacher is held, and the sympathy extended to him, is at all proportionate to the importance of the mission he is called upon to fulfil. Beset on every hand by petty difficulties, sensible at every turn of patent failure, feeling that the attainment of his ideal recedes with the flux of time, he may at least take refuge in the just reflection that his part in shaping the nation's destiny is second to none.

Recalling ourselves for a moment to questions more directly practica and pressing, we venture to urge the Board to keep the following in view:—

(1.) There is a clamant need in our schools for more apparatus and appliances. Agricultural science, for instance, a subject lying at the root of the development of the staple industry of the colony, is generally taught through the sole medium of a text-book. For sheer impotency this proceeding would be hard to match.

(2.) In our annual reports we have over and over again referred to the desirability of making our pupils proficient in swimming and military drill. We again urge the Board to take some decided step in these directions, especially as so much could be done at a slight cost. Regarding military drill we take leave to quote what we said in our report for 1895: "We again observe with regret the apathy shown in the district in the matter of military drill: the time may come when those in authority will marvel why such sleepiness had been shown in a concern so vital to the national existence."

(3.) In view of the introduction of handwork into the course of instruction we would recommend the Board to take steps to popularise the subject among the teachers, and also to recognise in some special way the efforts of teachers that treat the subject successfully.

(4.) The passing of the new scholarship regulations rightly marks out for a small proportion of our pupils a professional career. All, however, cannot travel by that route. If the needs of the community are to be studied there should be further specialisation into (1) a commercial course, and (2), a mechanical course. This matter takes us beyond our special province. We merely mention it as a problem for solution.

Free meals.

There is no provision of free meals for needy scholars attending the public schools. It is believed that the children are all well fed, and that if ever one of them is observed to be indifferently clad its wardrobe is soon supplemented by private benevolence. Destitute and neglected children are dealt with under "The Industrial Schools Act," and so come under the guardianship of the State, which takes care that they shall be properly housed, clothed, and fed, and strictly enforces their attendance at school.

Evening Continuation schools.

The Education Act, 1877, allows any headmaster, with the approval of his committee, to open evening classes for pupils over thirteen, and to charge fees; but hitherto very little advantage has been taken of this provision. A Bill to provide for the establishment of continuation schools and classes by the Education Boards was introduced at the last session of Parliament in 1897, but did not become law.

Maori schools.

In 1899 there were 85 village schools maintained and controlled by the Education Department for the benefit of the Maoris (the aboriginal race of New Zealand) in places where no public schools have been established by the Boards. Sixty-five of these schools were under the charge of masters, and twenty under the charge of mistresses. The number of assistant teachers was 63, and of sewing-mistresses 11. The headmasters received salaries ranging from £100 to £275; headmistresses from £61 to £187; the salaries of assistants, who in nearly all cases belong to the family of the head-teacher, ranged from merely nominal amounts to £50. The number of children on the rolls on December 31st, 1899, was 3,065, or 93 more than in 1898. The course of studies at the Native schools differs to some extent from the public school course, and the standards of examination are somewhat lower in certain subjects, in view of the fact that the Maori pupil has to acquire the English language in addition to his own, and that all the

instruction is given in what is to him a foreign tongue. Maoris are admitted into the village schools below the age of five and are allowed to remain in them after the age of fifteen. Besides the Government schools there are eight denominational schools, subject to inspection by the Education Department, of which four are day schools and four are boarding-schools. At one of the latter there is a class for Maori boys preparing for matriculation at the University. At the end of 1898 there were 117 boys and 117 girls of Maori or mixed race at the boarding-schools, of whom 25 boys and 53 girls were holders of Government scholarships. The Education Department provides exhibitions for young Maoris who show ability to study with profit at secondary schools and university colleges. In 1899 27 boys and 38 girls were scholarship holders or pupils at the four secondary schools, two were medical students at the Otago University, one a student at the Canterbury College, one held a hospital-nursing scholarship at the Napier hospital. Other promising young Maoris are apprenticed to trades at the expense of the Department. There were six such apprentices in December, 1898. For Maori boys who have left the village schools, three technical schools are being established. In these, at the request of the Maoris themselves, carpentry is to be the first subject of instruction. If the experiment succeeds, other subjects will be taken up and additional schools established. In some of the native village schools, hand-work has been enthusiastically taken up. The Government intend to provide a visiting teacher, or "organising superintendent," who will devote special attention to organising manual and technical work in the village schools and who, when his presence is required, will be able to stay for a much longer time in a school than it is possible for the Native-school Inspectors to do. The total Government expenditure on Maori schools in 1899 was £23,031. Extracts from the "Native Schools Code" will be found in Appendix E., and extracts from the last report on Native Schools in the Supplementary Notes below. The latter contains an interesting review of the progress made in Maori schools during the last twenty years.

Education in the Chatham Islands.

In the Chatham Islands during 1899 instruction was given by three teachers and two assistants at five different centres, four on the main island and one on Pitt Island. The number on the roll at the end of the year was 54; the working average attendance, 45. The total expenditure was £389 15s. 6d.—namely, salaries and allowances, £265 16s. 3d.; building material, school furniture and requisites, and repairs, £79 10s.; inspection, £44 9s. 3d.

In order to afford opportunities for ver children in these islands to continue their education beyond a primary school course, the Government has offered to give any boy or girl qualifying under specified conditions a scholarship tenable at one of the recognised secondary schools in New Zealand.

Subsidies to Public Libraries.

By a vote in the session of 1899 a sum of £3,000 was granted for subsidies to public libraries; in 1898 the amount voted for distribution was £2,000. The method of distribution of the vote for 1899 was the same as that adopted in the previous year, as follows: A library to be entitled to a subsidy must be public in the sense of belonging to the public, and of not being under the control of an association, society or club, whose membership is composed of one section of the community only. If the library is within a borough, it must be open to the public free of charge. A subsidy is not given to more than one library in the same town. The whole of the subsidy must be devoted to the purchase of books. A nominal addition of £25 is made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was divided according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. The net proceeds of concerts, lectures, or other entertainments given in behalf of the annual expenses of the library are regarded as voluntary subscriptions. The number of libraries participating in the vote was 312, which shows an increase of 27 over the number of libraries aided in the previous year. The amount of the subsidies ranged from about £23 to about £6.

II.—Secondary Education.

There are 25 corporate endowed secondary schools, subject to inspection by the Education Department. Eight of them are for boys, eight for girls, and nine for both boys and girls. The fees for tuition range from £6 to a little over £14 a year. At the end of 1899 there was a total staff of 145 resident and 51 visiting teachers, and the aggregate roll number was 1,744 boys and 979 girls. The year's income from rents and endowments amounted to £25,576, and the fees for tuition to £24,713. The expenditure on scholarships and prizes by the governing bodies of the schools in 1898 amounted to £2,726. The salaries of the teachers amounted in 1899 to £34,084. Education Board scholarships are held at the secondary schools by boys and girls from the public primary schools. The values of these scholarships range from £4 to £52 12s.

Further statistics of staff, attendance fees and salaries at secondary schools will be found in Appendix G below.

The number of private and denominational schools at the end of 1897 may be estimated at about 300, with about 6,500 boys and 9,100 girls. These schools cannot be classified as primary or secondary, as most of them partake of both characters. About 65 per cent. of the children attending private schools are at schools connected with the Roman Catholic Church.

III.—University Education.

University of New Zealand an examining body only.

The University of New Zealand is a chartered corporation consisting of a Chancellor; a Vice-Chancellor, Fellows, and Graduates. Its governing body is the Senate of 24 Fellows, including the Chancellor and the Vice-Chancellor. The fellowships are tenable for life, on condition of regular attendance at the annual sessions of the Senate. Elections to vacancies in the Senate are made alternately by the Fellows and by the Graduates in Convocation. The University is an examining, not a teaching, body, and certain teaching institutions are affiliated to it, viz.—Otago University, Canterbury College, and Auckland University College. A fourth college, Victoria College, at Wellington, was provided for by an Act of 1897.

Affiliated teaching institutions.

The number of graduates admitted or qualified for admission now amounts to 767. Of this number 384 have the degree of B.A. alone; 21 that of B.Sc. alone; 22 LL.B. alone; 37 M.B. and Ch.B. alone; 204 M.A. alone; 5 M.D. alone; 3 LL.D. alone; 1 D.Sc. alone; 2 Mus Bac. alone; 4 B.Sc in engineering alone. The graduates upon whom degrees in more than one faculty have been conferred are: B.A. and B.Sc., 10; B.A. and LL.B., 21; B.A. and M.B., Ch.B., 7; M.A. and B.Sc., 21; M.A. and LL.B., 15; M.A. and M.B., Ch.B., 2; M.A. and D.Sc., 3; M.A. and LL.D., 3; LL.D. and B.A., 1; M.A. and B.Sc. in engineering, 1.

The number of degrees authorised to be conferred after the examinations of 1899 was 76: B.A., 30; B.Sc., 8; LL.B., 8; M.B. and Ch.B., 11; Mus. Bac., 2; M.A. 15; D.Sc., 1; B.Sc. in engineering, 1. The number of candidates at the entrance examination for 1899 was 799; 397 sat at examinations for degrees, and 119 for professional qualifications not academical, making a total of 1,315.

The number of students at affiliated colleges in 1899 was 766, of whom 246 were women. Of these students, 515 were matriculated at the University of New Zealand. The numbers in attendance at the several colleges are as follows: University of Otago, 154 men and 48 women matriculated, and 39 men not matriculated; at Canterbury College, 80 men and 37 women matriculated, and 18 men and 47 women not matriculated; at Auckland University College, 82 men and 26 women matriculated, and 66 men and 46 women not matriculated; and at Victoria College, 57 men and 31 women matriculated, and 24 men and 11 women not matriculated.

Degrees.

The University has power to grant the degrees of Bachelor and Master in Arts, and of Bachelor and Doctor in Laws, Medicine, Science, and Music. The examiners for degrees in Arts and Science are appointed periodically, and are chosen from among men of eminence in their several departments in the universities of the United Kingdom. The delay involved in sending the candidates' papers home for examination is held to be amply compensated for by the prestige which attaches to degrees that

are conferred, not according to the judgment of local teachers, but upon the impartial decision of distant and eminent examiners. The University receives from the Colonial Treasury an annual subsidy of £3,000, one half of which sum it devotes to scholarships. Besides this statutory grant of £3,000 the University received during the year 1898 £2,667 from fees for examinations, £270 from fees for degrees and certificates, and £895 from interest, making a total of £7,025. The expenditure on scholarships and prizes was £2,041; the expenses of examinations amounted to £2,930, and the general expenses to £3,895, making a total of £6,825. The three local teaching institutions are endowed—the University of Otago and Canterbury College very handsomely. At the University of Otago the students in attendance in the year ending March 31st, 1900, numbered 241 (193 men and 48 women). The University of Otago maintains a staff of 24 academical professors and lecturers, Canterbury College eleven, and Auckland University College seven.

University finance.

IV.—Technical and Professional Education.

Under the Act of 1895 a Board may authorise the holding of classes for manual training in any of its schools out of school hours; and a Board or other society or any qualified person may establish classes for technical instruction not in connection with the primary schools. Fees may be charged for admission to such classes, and the promoters may claim from the Government certain capitations on the attendance.

Technical Classes.

Classes for technical instruction, including art and shorthand classes, and classes for cookery and needlework, have been established at various centres by the Boards and by other promoters. Examinations have been held in connection with the Science and Art Department, South Kensington, and with the City and Guilds of London Institute; and at these examinations 1,067 papers were taken and 812 passes were obtained in 1898. The payments made by the Education Department on account of manual and technical instruction for the year 1898 amounted to nearly £4,650. (*See also* Supplementary Notes (iii.), below.)

A summary of Mr. Riley's valuable report on Manual Technical Instruction issued in 1898 will be found in the Supplementary Notes to this Report.

On the subject of manual training and technical instruction, the Minister of Education writes as follows in his report issued in August, 1900:—

"It is not in the improvement of industrial processes alone that the general introduction of manual and technical training would produce good results, but in the gradual recasting of the whole educational system which it would involve—in the more complete adjustment of our intellectual and practical life to our actual environment which an enlightened scheme of this kind would certainly bring about. But the progress that can be recorded in New Zealand during 1899 is little, if any; in some places the

movement has gone forward a little, in others it has gone back—in fact, no substantial progress can be looked for until substantial provision has been made by the Legislature for its encouragement.

"The new regulations for the examination of public schools give somewhat greater facilities for the introduction of hand-work into the course of primary school instruction; but without special grants for this purpose it is not likely that many Education Boards will be likely to encourage its introduction into their schools.

"The stimulus and encouragement afforded to students by the examinations conducted in the colony on behalf of the Science and Art Department, London, and of the City and Guilds of London Institute have been considerable, and our indebtedness to the authorities named is none the less because the examinations are conducted and prizes are given on the same terms as for students in the United Kingdom, at a comparatively small cost to the colony."

Schools of mines.

Three schools of mines, chiefly for the benefit of working miners, are maintained by the Government Department of Mines on three of the principal gold-fields of the Colony. The public expenditure on these schools of mines for 1897 amounted to £1,501.

There is no special institution in the colony for commercial instruction.

Higher technical education.

Higher technical instruction, on the professional plane is given at several corporate and endowed institutions—a medical school and a school of mines, forming departments of the University of Otago; a school of engineering and technical science forming a department of Canterbury College; and a school of agriculture, formerly governed by Canterbury College, but recently erected into a separate corporation.

Canterbury Agricultural College.

At the Canterbury Agricultural College, the staff comprises the director and four lecturers—(viz., in chemistry, natural science, applied mathematics, and veterinary science). The Governing Body consists of seven members, one of whom is nominated by the Governor, three are elected by the members of the Legislature and three are elected by governing bodies of agricultural and pastoral associations. The Governor is Visitor of the College. During 1899 thirty-four students were enrolled: the library was overhauled and re-classified: and many improvements were made for the increased comfort of the students. The following extract from the Director's annual report refers to the College farm and will be read with interest by students of agricultural education. The general and capital accounts are omitted here but can be seen in the report of the College as presented to the Minister of Education:—

Farm.—The farm is in good order, and is practically free from weeds. The gorse fences, which for the last six years had almost ceased to exist, have greatly improved during the past year, and, should the improvement continue, will afford the much desired shelter for stock in the winter months, and add to the general appearance of the farm.

The cereal crops for 1898-99 yielded the highest average obtained on the farm. This year the cereals, more especially the autumn-sown ones, look equally well, and promise to yield as abundantly as those of last year. The mangolds, comprising the principal different kinds on the market, promise to be an excellent crop; and so do the carrots and potatoes. The turnip-crop is satisfactory.

During the early part of the summer feed was scarce, owing to the cold weather then prevailing; now, however, there is a sufficiency of grass,

and with the roots and straw on the farm the winter for stock is already provided for.

A number of very valuable experiments were carried out throughout the year, and the results of these have been prepared in short tabular form, and will be appended to this report, which it is intended to disseminate amongst the various agricultural societies and newspapers throughout the colony. These comprise experiments with grain-crops, root-crops, cultivations, &c.; also with the different crosses of sheep for the production of fat lambs most profitable for freezing purposes.

As usual, a number of improvements have been effected throughout the year: boundary-fences have been erected; large spring-holes (dangerous to the safety of stock) have been filled; a rectangular shelter-belt has been partly planted; and the meteorological station has been changed.

The live-stock are steadily being improved, and sales are being effected to all parts of the colony. The cattle are as last year, consisting of a herd of Shorthorns, also two of each of the following breeds, which are kept for educational purposes, viz.: Aberdeen-Angus, Ayrshire, Hereford, and Jersey. An additional stud flock of Southdown ewes has been added, so that the stud flocks are now six in number, and consist of Border Leicesters, English Leicesters, Romney Marsh, Lincolns, Shropshire Downs and Southdowns.

This year a flock of 300 Lincoln-Merino half-breds were bought for experimental purposes, these being put in lots of fifty to rams of the following breeds, viz.: Shropshire Down, Southdown, Lincoln, Romney Marsh, English Leicester, and Border Leicester. The progeny of these will be sold in the local market, and the results tabulated, and, as the experiment of this year, sent throughout the farming community of the colony.

The live stock stand almost the same as for last year, and comprise—cattle, 89; sheep and lambs, 1,361; horses, 19; pigs, 62; poultry, 225.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending December 31st, 1899.

FARM ACCOUNT.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
To Rent of land	10	0	0	By Farm wages (including share of Director's salary)	749	1	6
Sale of grain, &c.—				Students' wages ...	150	7	1
Wheat	501	19	3	Trade accounts — Repairs, sheep-dip, cornsacks, &c.	222	11	8
Oats	112	1	2	Seeds	34	8	1
Grass-seed	70	7	10	Manures...	22	8	0
Linseed	2	7	3	Fuel	8	14	2
Peas	1	2	0	Rates	35	4	9
Potatoes	24	7	0	Insurance of farm buildings and implements	32	5	7
Sacks	31	0	9	Implements	42	10	0
Sale of live stock—				Farm contingencies ...	62	12	0
Sheep	579	18	4	Permanent improvements	18	14	8
Cattle...	59	2	9	Lochead's drain ...	34	10	1
Horses	32	0	0	Repairs to gates and fences	15	14	3
Pigs	109	14	6	Repairs to cottages ...	8	14	3
Sale of dairy produce...	185	4	5	Purchase of live stock—			
Sale of wool	135	18	3	Sheep	289	3	10
Trade accounts — Sale of eggs and poultry, and dipping sheep ...	43	9	4	Horses	26	10	0
Farm contingencies — Prizes gained at show	6	17	0	Pigs	4	0	0
				Balance carried to General Account ...	147	19	11
£	1,905	9	10	£	1,905	9	10

V.—Industrial Schools.

There are three Government industrial schools for the maintenance and education of destitute, neglected, and criminal children, and also three similar schools connected with the Roman Catholic Church, but subject to Government inspection and control. A child admitted to any of these institutions remains under the legal guardianship of the manager of the institution until he reaches the age of twenty-one years or is discharged. In the meantime he either resides in the institution or is boarded out with foster-parents, or, if of an age to be earning wages, is put out to service and lives in the house of his licensed employer. From the Government schools all children of suitable age and character are boarded out; many of the "inmates" never set foot inside the walls of the school from the time of their admission to the time of their discharge. Every house in which any inmate of an industrial school is boarded out is subject to inspection by a lady visitor and by an officer of the Education Department. The lady visitor reports monthly to the manager of the school.

Statistics. At the end of 1899, there were on the books of all the industrial schools 1,668 inmates, or 114 more than at the end of the previous year—namely, 57 more on the books of the Government schools, and 57 more on those of the private industrial schools. Although all these 1,668 are legally classed as "inmates of industrial schools," only 590 were actually resident in the schools. There were 417 boarded out, 21 in various corrective institutions, and 5 in orphan homes: that is, there were 1,033 who were dependent on the State for maintenance. The remaining 635 were still under control and supervision, although they were not dependent on the schools for maintenance; these were accounted for as follows: Licensed to reside with friends, 138; at service, 453; in hospital, 7; in lunatic asylum, 2; in the Costley Training Institution, on probation, 1; in the Auckland Blind Asylum, 1; in the Sumner Deaf-mute Institute, 1; in other institutions without payment, 7; in gaol, 4; absent without leave, 21 (11 from the schools, and 10 from service). Of those thus absent without leave, 11 were included in the number missing on December 31st, 1898. Out of the total number of 1,668 "inmates," 560 belonged to private industrial schools, and 1,108 were on the books of the three Government industrial schools—viz., Auckland, 89; Burnham, 524; Caversham, 495. Of those belonging to private schools (560), 390 were in residence at the institutions, 9 were boarded out, 69 were with friends, and 81 at service. The number in residence at the Government industrial schools was 200 (Auckland, 9; Burnham, 104; Caversham, 87); the number boarded out was 408 (Auckland, 44; Burnham, 158; Caversham, 206); there were 69 with friends, and 372 were at service.

The religion of the 227 children admitted during the year was

thus described: Church of England, 79; Roman Catholic, 86 Presbyterian, 48; Methodist, 9; "Protestant," 4; Salvation Army, 1. Out of the total number, 53 were from Dunedin, 51 from Auckland, 32 from Wellington, and 12 from Christchurch, or 148 in all from the four chief centres of population. Of the smaller towns, Greymouth is rather prominent with 22 committals; the committals from other small towns and country districts are in every case under 10 in number.

The table below gives the fullest details available regarding the character of the parents of children admitted during the year and in respect to the causes of committal. The Minister adds:—"It cannot be regarded as accurate in every detail: more especially as to the causes of committal it should be noted, as remarked in last year's report, that the clause under which a child is sent to an industrial school is by no means a reliable index of the child's moral character."

Admissions to Industrial Schools in 1899, Classified According to Parents' Circumstances and Character.

—		Precedent Condition of Children admitted in 1899.							
Fathers, described as	Mothers, described as	Destitute.	Vagrant.	Living in Disreputable Places.	Uncontrollable.	Accused or Guilty of Punishable Offences.	By Arrangement.	Under "The Infant Life Protection Act, 1896."	Total.
Dead	Dead	10	...	...	...	2	...	...	12
„	Good	5	1	...	1	5	...	...	12
„	Unknown ...	...	...	...	...	1	...	...	1
„	Bad	4	2	16	...	3	...	...	25
Sick, lunatic, &c.	Good	2	...	...	1	2	...	...	5
„	Bad	...	...	2	...	...	...	...	2
Good	Dead	8	1	...	5	5	...	...	19
„	Sick, lunatic, &c.	1	...	...	...	3	...	...	4
„	Good	7	...	...	4	20	...	...	31
„	Bad	1	...	10	1	2	...	...	14
Unknown ...	Good	2	...	...	...	...	1	..	3
„ ...	Unknown ...	1	...	...	...	1	1	1	4
„ ...	Bad	8	1	10	...	...	...	...	19
„ ...	Deserter	...	...	...	...	1	...	...	1
Bad	Dead	...	...	2	...	2	...	...	4
„	Sick, lunatic, &c.	...	...	...	...	1	...	...	1
„	Good	...	1	...	...	4	...	...	5
„	Bad	19	3	19	2	2	...	...	45
Deserter ...	Dead	7	1	...	...	...	...	...	8
„ ...	Good	5	...	..	1	...	...	...	6
„ ...	Bad	3	...	1	...	1	...	...	5
„ ...	Deserter	...	1	...	...	...	...	...	1
Totals ...	... ...	83	11	60	15	55	2	1	227

Memorandum on Juvenile Delinquency.

The following discussion of the problem of how to deal with juvenile delinquency appears in the report of the Minister of Education, dated August 30th, 1900, and contains so many valuable suggestions that it is here reproduced *in extenso*.

It is now eighteen years since the Industrial Schools Act was passed, and there is no doubt that by means of the powers granted therein an immense amount of good has been done for the "children of the State," and therefore for the State itself. But the time seems to have arrived when the working of the Act and other questions connected with the care of orphan, destitute, neglected, and criminal children may be passed under review. The ideas set forth by Mr. Douglas Morrison ("Juvenile Delinquency"), and by other writers, have changed many of the opinions formerly current in regard to these matters; but in this colony these ideas require some modification in view of the almost entire absence of an hereditary criminal class, and in view of other circumstances in respect of which New Zealand happily differs from older countries.

Children that come under the care of the State may be roughly classified as—

(1.) Those who are orphans or those who are simply destitute, without any other abnormal characteristics.

The duty of the State towards these appears to be that it shall take the place of a parent, and accordingly put them as far as possible in the same circumstances as those in which they would have been placed if they had had parents capable of bringing them up in a normal manner. Boarding-out to carefully chosen foster-parents, under due restrictions, seems at once the most natural and most satisfactory method of dealing with these cases.

(2.) Those that exhibit various degrees of juvenile delinquency, including of course those who, being orphan or destitute or both, have not escaped a perceptible taint of evil. And it may be remarked here that the destitute child is more frequently than not of this class.

Unfortunately juvenile delinquency has not shown a marked decrease of late years in any civilised country, but in most countries it has, on the contrary, increased.

I. Its causes are to some extent the same as those that operate in the case of adult crime, and the problem cannot be attacked as a whole without dealing with the conditions that produce crime in modern society. The chief external causes of juvenile crime are—

(*a*) The stress of the struggle of life;

(*b*) Bad hygienic surroundings, and consequent inferior physique;

(*c*) The temptations that result from overcrowding, and from the greater facilities for committing petty thefts with impunity that exist in towns as compared with the country.

General considerations and the statistics of our industrial schools alike tend to show that causes (*a*) and (*b*) are far less operative in New Zealand than in older countries; but (*c*) is an important factor, inasmuch as the tendency to flock into the towns from the country is not unknown as a feature of the life of these young countries.

II. The more immediate causes of juvenile depravity are,—

(*d*) Inherited low physical and moral nature;

(*e*) Weakness and want of control on part of parents, commonly producing as its fruit absence of self-control on the part of children;

(*f*) The neglect and bad example of parents.

The causes we have principally to deal with are therefore (*c*), (*d*), (*e*), (*f*). Of these causes (*c*), and therefore also (*b*) and (*d*), would be partly met—

(1.) By any remedy that so ameliorated the economic condition of the rural population that they would not be tempted to forsake the comparative wholesomeness of the country for the temptations and vicissitudes of the towns (this is the form in which the case is stated by Morrison: in New Zealand the great loneliness of country life in remote places, the absence of opportunities for reasonable recreation, the greater attractiveness of town life, and to some extent, perhaps, also the too exclusively bookish training given in our public schools are causes of the influx into the towns that actually takes place).

(2.) By removing back into the country those who are in danger of succumbing to the temptations and vicissitudes of the towns.

Want of parental control (*e*) might often be lessened by bringing home to parents their responsibilities towards their children. It is not therefore desirable to diminish the burden of maintenance, or to take away from parents the duty of control, so long as there is any reason to hope that the evil will cure itself without depriving the child of its natural guardianship.

For the most part the course of juvenile delinquency passes through the following stages:—

(1.) The acquiring of nomadic habits, exhibited in truancy and vagrancy;

(2.) Petty thefts and other isolated offences against property;

(3.) More serious and habitual offences against property and offences against the person.

These stages correspond to successive periods of physical and moral development, that may be described as—the period of childhood, eight or nine to thirteen or fourteen; the period of growth towards maturity, thirteen or fourteen to sixteen; and the period of maturity, fifteen or sixteen to twenty-five.

In the great majority of cases young criminals begin by becoming accustomed to a nomadic life, and the greatest blow to juvenile delinquency would be dealt by stopping this at the outset. Too much emphasis cannot be laid on the necessity for preventing children from acquiring the nomadic habit. Day industrial schools (or truant schools) would afford a good means of stopping incipient nomadism, without lessening the responsibility of parents. A greater stringency of the compulsory clauses of the School Attendance Act, and a substantial increase of the fines for irregular attendance and habitual truancy, would bring home to parents the duty that, through weakness or neglect, they too often overlook, and the danger their children are running.

The truant schools should be staffed more fully, and with adult teachers only. Children whose school attendance was unsatisfactory could be committed to a truant school instead of being committed to an industrial school, or could be sent to a truant school even when committed to an industrial school, as a first attempt towards improvement. The parent would thus still have the onus of maintaining and controlling his child thrown upon him, and the lesson learnt would often be sufficient. Sometimes distaste for school or for any mental effort affords the first incentive to truancy; he instruction in these schools should therefore be shaped as far as possible so as to overcome that objection on the part of the child. If marked improvement were shown, a child could be sent back after a short time to the ordinary public school. It should be distinctly understood that he teacher of the truant school has duties and powers out of school hours, as well as in. It would be his duty to visit the homes, to ascertain the cause of absence, and to report at once any truancy or irregularity of attendance. Children for whom this remedy proved insufficient could be committed, as now, to an industrial school.

There is no doubt that the establishment of truant schools would result

in a saving to the country, as we should thereby prevent many from taking the first step on the road to crime. If contributions from parents of children committed to industrial schools were more strictly required and enforced, so that negligent or weak parents could not hope to be relieved of the burden of maintenance on account of their neglect or inability to exercise due control, then the warning given by the milder measure of committal to a truant school would be more likely to be effective (cases of pure destitution are, of course, not here referred to).

The keynote of the most recent and intelligent methods of dealing with juvenile delinquents is classification, and the classification should be as complete as circumstances allow, beginning before any criminal signs have appeared. We have, therefore, the distinction between the orphanage and the industrial school, between the industrial school and the reformatory, and between the reformatory and the prison or the rescue-home. For the orphanage we have substituted the boarding-out system. The industrial schools, which would probably be most successful if separate institutions were provided for the two sexes, should contain those who need firm control and systematic treatment, but who cannot be described as criminal or criminally disposed. The reformatories should contain those who are viciously uncontrollable, or are criminally disposed, or who are actually criminals too young for prison treatment. These *must* be separate for the two sexes.

It has been suggested that children (vagrant, uncontrollable, &c.) who have been convicted of any indictable offence might be committed to an industrial school up to the age of fourteen; but that no one should be detained as a resident inmate of an industrial school after the age of fifteen, except for brief periods, as when being transferred from one employer to another, unless he or she be physically unfit for work. Anyone between the ages of ten and eighteen convicted of an indictable offence should be committed to a reformatory, with or without a previous sentence of imprisonment; notwithstanding this, children under twelve convicted of indictable offences, but not previously convicted, might be sent to an industrial school, unless it should appear that they had already become habitual criminal offenders.

All children or young persons committed to industrial schools or reformatories should be under control until the age of twenty-one, unless discharged earlier. Inmates of reformatories might within the first six months be transferred to industrial schools, and inmates of industrial schools might at any time be transferred to reformatories. These precautions would be necessary in order to secure a classification based upon character, for the order of committal is by no means a reliable index of the character of the inmate. Inmates of prisons under eighteen years of age might be transferred to reformatories.

In both industrial schools and reformatories there should be further classification; in the former the classification may be on the basis of age, and need not amount to complete separation. The classification in a reformatory should be thorough; there should be at least three classes, and promotion from class to class and early release should depend on good conduct and diligence in learning a trade. The lowest class would be governed by rules which resemble prison rules, but the educative purpose of the institution should even there be the most prominent. The planning of the building would be an important point, so as to fit in with the classification. The training in both industrial schools and reformatories should be really industrial; a boy or a girl should be so taught that a taste for manual employment should be acquired, and a trade properly learnt, or the learning of it properly begun. Several trades should be taught, and each reformatory should be to a large extent self-supporting. Farming and other country occupations may be looked upon as the most important of all "trades" for children of this class.

And, reverting to the causes of all the evils we are attacking, effort should constantly be made to direct the attention of inmates towards a country life, except in cases where there was an obvious unfitness for such a life.

To give concrete form to these ideas, one might suggest for New Zealand some such scheme as the following :—

(1.) Day industrial or truant schools—to begin with, one in each of the four large towns ;

(2.) Two industrial schools—

(*a*) For boys, with 50 to 100 acres of good land ; (*b*) for girls ;

(3.) Two reformatories—

(*a*) For boys ; (*b*) for girls ; and

(4.) That trades (including agriculture) should be taught ;

(5.) That fuller supervision should be exercised over boarded-out children and inmates licensed out to friends or employers ; and

(6.) That receiving homes should be established in places at a distance from the industrial schools.

It is on these lines that the Government has been proceeding during the past year. When the changes are completed, there will be a reformatory for boys at Burnham ; a reformatory for girls near Christchurch ; an industrial school for girls at Caversham ; an industrial school for boys in the south of the North Island ; an auxiliary industrial school for girls and young boys at Auckland ; receiving-homes for girls and young boys at Wellington and Christchurch.

Up to the present time (July, 1900) the following progress has been made : A suitable property has been bought by the Government at Mount Albert, near Auckland ; the Auckland Industrial School has been transferred there, and is in full working order. A house, with nine acres of land, has been taken on a ten years' lease, with the right of purchase, at Burwood, near Christchurch ("Te Oranga Home") ; the necessary alterations have been effected, the staff has been appointed, and the home will be opened very shortly. All the girls have been removed from Burnham, to which boys needing a larger degree of control have been sent from Caversham. The "industrial-school boys" proper at Burnham occupy the quarters formerly assigned to the girls, and are kept as distinct as possible from the "reformatory boys." The "industrial-school boys" from Burnham and Caversham will be transferred to the new industrial school as soon as it is ready. An official correspondent has been appointed for the purpose of looking after industrial-school inmates boarded out and industrial-school girls licensed to service in the Wellington district. There were already official correspondents at Christchurch and Dunedin, and the manager of the Auckland Industrial School performs these duties in addition to her other duties. The Visiting Officer of industrial-school inmates having found the work too heavy to allow him to see the inmates frequently enough, a second Visiting Officer has been appointed to visit inmates boarded out or licensed to friends or employers in various parts of the colony.

Negotiations for the receiving homes at Wellington and Christchurch are also completed, and the homes will be opened shortly. These homes are intended for the temporary accommodation of children committed to industrial schools (not of reformatory cases), and of industrial-school girls who have left the service of one employer and are waiting for another situation. One important purpose to be served by these receiving homes is that children may be boarded out or licensed out to service in the districts to which they belong without having to be transferred (except in reformatory cases) from one part of the colony to the other.

Technical instructors have been appointed at Burnham, and the same course will be followed, as occasion arises, at the other main institutions. Except where it is shown that an inmate boarded out is receiving a due amount of industrial training, it is proposed to remove him, at the age of twelve or thirteen, for two years to the institution to which he belongs, in order that he may be properly taught a trade. These remarks apply to

Government industrial schools (including reformatories). It is, however desirable that the organisation of the private schools should be modified, if necessary, so that they may fall into line with the general scheme, and be controlled by the same general regulations. It is not anticipated that there will be any difficulty in accomplishing this.

The principle of punishing the parent for the consequences of his neglect to exercise due control over his children is recognised in the Young Persons' Protection Bill. The same principle might, with advantage, be extended to cases in which want of parental control brings a child within the Industrial Schools Act or any other similar Act — *e.g.*, Reformatory Act—that may be passed.

VI.—Institute for the Blind.

Institute for the Blind.

The Jubilee Institute for the Blind is a private institution, and is not in any way under Government control, although it has received grants from time to time out of the Consolidated Revenue, and receives payment from the Education Department on account of pupils for whose tuition the Department is responsible.

The payments made on behalf of such pupils to the Institute during the year amounted to £324 5s. 3d., towards which the parents contributed £19 18s. The number of these pupils at the end of 1899 was nine. The Department also paid £30 for a yearly railway-ticket for the use of an agent of the Institute.

The grants referred to above were made through the Department in charge of hospitals and charitable aid, and accordingly no account is given of them here.

VII.—School for Deaf-Mutes.

School for Deaf-Mutes.

The roll of this school includes, with one or two exceptions, all the known deaf-mutes of school age and of sound intellect in the colony who have been brought under the notice of the Education Department. The method of instruction used at Sumner is the oral method, in favour of which there is a vast predominance of expert opinion. According to it the pupils are taught, by watching the mouth of the speaker, to follow the speech of any person who will take the trouble to articulate properly, and are trained themselves to speak so as to be easily understood by others. The power of understanding and of being understood thus acquired is made the stepping-stone to general education, as in the case of hearing children. If it were generally known that without special education deaf-mute children would grow up with minds almost entirely undeveloped, there would not be the repugnance there occasionally is now on the part of parents to

allowing their children to go away from them for a time to the only institution in the colony at which they can receive that special education. The best service that parents or friends of such children can render them is to bring their cases under the notice of the Director at the time of his periodical visits to various parts of the colony, or under the notice of the Department by letter addressed to the Secretary for Education. Payment is not insisted on when parents are unable to contribute towards the cost of educating their deaf-mute children.

During the year 1899 10 boys and 6 girls left, and 3 boys and 6 girls were admitted; at the end of the year there were 43 children—22 boys and 21 girls—at the institution. One of these was, for special reasons, boarded out in the neighbourhood. During 1899 the main portion of the institution, which had previously been rented from a private owner, was, with part of the land attached to it, purchased by the Government, which also bought some rising ground to the south-west, adjoining the former property; the whole, which comprises about 18 acres, forms an excellent site for the permanent institution, and it is proposed to ask Parliament for a vote to enable the work of building to be begun at an early date.

The gross expenditure for the year ended December 31st, 1899, was £3,444 2s. 5d. Less amount contributed by parents, £199 15s. Net expenditure, £3,244 7s. 5d. Cost of land and buildings purchased, £4,700; portion paid to December 31st, 1899, £2,700.

The Education Act, 1877, and related Acts, recent Reports of the Minister of Education, and other documents relating to education in New Zealand, can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

APPENDIX A.

REGULATIONS FOR THE INSPECTION AND EXAMINATION OF SCHOOLS.

(*Under the Education Act*, 1877.)

[16th December, 1899.]

[For purposes of comparison the text of the cancelled regulations (June 19th, 1894, and October 26th, 1896) has been preserved. Sections 1-12 (inclusive), corresponding to Sections 1-16 (inclusive) of the new regulations, are printed in full. From Section 17 of the new regulations onwards the changes are so slight that it has been possible to indicate them by enclosing in square brackets those paragraphs which appear for the first time in the new regulations, and by enclosing in round brackets and printing in italics those paragraphs which formed part of the cancelled regulations, but have now been withdrawn. Minor verbal alterations have not been noted.]

INSPECTION AND EXAMINATION OF SCHOOLS.

1. Every public school shall, as a general rule, be visited at least twice in every year by a Public School Inspector. One visit, called hereinafter the "annual visit," shall take place as nearly as possible in the same month in every year, at least ten days' notice of the date being given to the head-teacher by the Inspector. As soon as possible after the annual visit to any school the Inspector shall present his "annual report" on that school. No notice shall be required for any other visit than the annual visit. After one of his visits in each year the Inspector shall present an "inspection report." The inspection report may, if the Inspector see fit, be presented at the same time as the annual report. A special report may be presented after any visit. In these regulations a "year" means a year beginning with the 1st January.

2. For purposes of instruction the pupils of every public school shall be divided into classes, which must be graded for the several subjects according to the standards defined by the syllabus of subjects, as follows: With regard to any subject, Class I. shall include all the children doing the work prescribed for Standard I. in that subject, and may be called S1; for instance, S1 English will include all the children doing the work in English prescribed for Standard I.; S1 arithmetic, those doing the arithmetic of Standard I.; and so on for the other subjects. Class II. shall include all the children doing the work prescribed for Standard II., and may be called S2; and so on to Class VI. Class VII. shall include all pupils that have passed the Sixth Standard, and may be called S7. The preparatory class shall include all pupils below Class I., and may be called Class P. Class P. may be divided, the lower part being called P1, and the next P2; if necessary, these classes may be subdivided, as for instance, into P1 lower, P1 upper, P2 lower, P2 upper.

The principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency with respect to the several subjects, and according to the number of available teachers; provided that any pupil must be placed in the same class for all the English pass-subjects—namely, reading,

spelling, and dictation, writing, and composition. The head-teacher may also cause the children of two or more classes to be grouped for instruction in any subject.

Every pupil examined by the Inspector shall be examined in the class in which he has been taught.

A pupil shall be held to belong to the standard class in which he is placed for the English pass-subjects.

3. In order to avoid undue complexity in the classification of their pupils, head-teachers are enjoined, due regard being paid to the needs of individual pupils, to keep the classes in the several subjects as nearly as possible the same for each standard. For certain groups of subjects there will probably be no difficulty in making the classes identical for the several subjects; for instance, S4 grammar, S4 history, S4 recitation, might almost without exception consist of the same individual children as S4 English; to these might generally be added S4 geography and S4 science; on the other hand, S4 arithmetic, S4 drawing, and S4 handwork would probably differ, as regards a few individuals, from the other classes of Standard IV. An undue degree of complexity in the classification might justly be considered an element of weakness in a school.

4. Before the Inspector's annual visit, the head-teacher (and for the purposes of these regulations a sole teacher shall be considered head-teacher) shall hold an examination of classes S1 to S5 inclusive in all the pass-subjects of the syllabus as prescribed for the several classes. The results of this examination shall be recorded on class-lists, which shall contain the names and ages of all the pupils on the school-roll, with the number of half-days on which each pupil has attended the school since the last annual visit. The class in which a pupil is placed for the English pass-subjects shall determine the list on which his name shall appear. Against the name of every pupil the head-teacher shall enter under each of the pass-subjects a figure denoting the standard which he judges the pupil to have passed in that subject. The figure 0 opposite the name of any pupil shall denote that the pupil has not shown sufficient merit to entitle him to be considered as having passed any standard in that subject. The underlining of a figure in red ink shall denote that a pupil has not passed a standard higher than that passed at the previous examination.

A pupil shall be held to have passed S1 or S2 if he fulfils the requirements of S1 or S2 respectively in reading, spelling, writing, arithmetic; provided that partial failure in spelling, or in writing, or in arithmetic may be overlooked if sufficient merit is shown in the three other pass-subjects.

A pupil shall be held to have passed S3 or S4 or S5 if he satisfies the requirements of such standard, or of a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and has received regular instruction in the class-subjects; provided that work equal to the requirements of the next lower standard may be accepted in two, but no more than two, of the subjects (2.), (3.), (4.), (5.).

The class-lists shall form part of the permanent records of the school, and a duplicate thereof shall be handed to the Inspector at his annual visit.

The class lists presented by the head-teacher shall be signed by the Inspector, unless he sees fit to exercise the right referred to in Regulation 6 of substituting the results of his own examination for those indicated on such class-lists. The signature of the Inspector on the head-teacher's class lists shall denote simply that he has seen them, and does not consider it necessary to substitute his own results for the results shown thereon.

5. In order to satisfy himself of the general efficiency of the instruction given in the school, the Inspector shall examine a due proportion of the pupils of each class, including Class P and Class S7, in such subjects as he shall choose.

[The Inspector may include in the number so examined any pupil con-

cerning whom the teacher desires his judgment. The Inspector may, if he see fit, examine selected pupils of one class in some subjects, and those of another class in other subjects.]

6. The Inspector may, if he think fit, examine all the pupils of the school, or of any class, to ascertain their individual progress; and he may at his discretion direct that the results of such examination shall be substituted for the results shown on the class-lists presented by the head-teacher. In this case new class-lists must be made out in accordance with the Inspector's examination and signed by him.

[In other cases it will not be necessary for the Inspector to revise the class-lists or the classification of the pupils.]

7. As soon as possible after the Inspector's annual visit the head-teacher shall record in the Admission Register the passes shown on the class-lists signed by the Inspector, and shall issue to every pupil that has passed a standard a certificate of pass in that standard; and every pupil removing from one public school to another shall be required on entering to exhibit his latest certificate to the head-teacher, who shall make a record of the certificate in the Admission Register.

8. The annual report shall show the number of pupils in each class, the number present, and the Inspector's judgment of the quality of the work done in the "pass-subjects" and "class-subjects," the quantity and quality of the work in the "additional subjects," and the efficiency of the instruction in Classes P and S7; and the degree of discretion displayed in the classification of the pupils, and in the determining of the promotions in Classes I. to V. The terms used in this regulation shall be used in the annual report in the sense in which they are used in these regulations.

9. In his annual report the Inspector shall report on the degree of proficiency in each of the pass- and class-subjects. For the purposes of this regulation elementary science, together with object-lessons and lessons in natural history, manufactures, and common things, shall be counted as one subject, repetition and recitation as one subject. In choosing a word to express his opinion of the quality of the work shown in any class-subject, the Inspector shall consider whether the subject is taken by all the pupils in all the classes for which it is prescribed, and also whether it is efficiently treated. It is not to be expected that a small school with only one or two teachers will always be able to obtain great credit for all the class-subjects, yet all the subjects must receive a due measure of attention, and the neglect of any one of them will be regarded as highly censurable.

10. In the annual report the Inspector shall also in general terms express his judgment of the value of the work done by the school in each of the "additional subjects." For the purpose of this regulation, disciplinary exercises and drill shall be reckoned as one subject, singing as one, needlework as one. In judging the work in any additional subject the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. In the largest schools any neglect of these subjects is to be regarded as a ground of reproach; and, on the other hand, any good work under this head done in small schools will be accepted as evidence of praiseworthy zeal and efficiency.

11. In general, a pupil shall be expected to pass through one class in each subject in a year. The reason for more or less rapid promotion in each case shall be noted in the column for remarks for the information of the Inspector, who may approve or not of the sufficiency of the reason given. The head-teacher shall, by underlining in red ink the figures opposite the name of any pupil, indicate the subjects in which such pupil has not passed a standard higher than that passed at the Inspector's previous annual visit.

The Inspector may require from the head-teacher a written explanation in the case of any pupil whose age is much above the average age of the pupils in that class for that school or for that education district.

12. Periodic examinations should be held by the head-teacher (in any form he may desire) in order to test the progress of individual pupils. A record of the nature and results of these periodic examinations should be shown to the Inspector at his next visit. Such record should show all changes from class to class made as a result of the examination to which it relates.

13. The inspection report shall relate to such topics as the following :—

I. List of classes and teachers; II. Remarks on the organisation, as shown under Topic I.; III. Suitability of time-tables; IV. Remarks on the method and quality of the instruction in general or in detail; V. Order and discipline, and the tone of the school with respect to diligence, alacrity, obedience, and honour; VI. Supervision in recess; VII. Manners and general behaviour of the pupils; VIII. State of buildings, ground, and fences; IX. Sufficiency of school accommodation; X. Cleanliness and tidiness of rooms and premises, including school material and apparatus, outside offices, ventilation, and warming; XI. List of class-books used in the school; XII. Special circumstances affecting the work of the school; XIII. Other topics.

The report shall be divided into sections, and the section relating to any topic in the foregoing list shall bear the number assigned to that topic in the list. The omission of any number shall be sufficient to indicate that the Inspector does not deem it necessary to report on the topic corresponding to that number. Section I. shall in no case be omitted from the report; it shall show what classes within the meaning of Regulation 2 there are in the school; whether the classes are grouped for instruction, and, if so, how they are grouped, and by what teacher each class is taught, describing each teacher by his position in the school as "sole teacher," "head-master," "first assistant," "third-year pupil-teacher," or as the case may be. Any section except Sections I. and XI. may, if the Inspector so choose, consist of the appropriate number and of a single word, such as "Satisfactory."

14. The "standard of exemption" under section 3 of "The School Attendance Act, 1894," shall be the Fifth Standard. An Inspector shall issue to any child a certificate that such child has reached the standard of exemption if such child fulfils the requirement of Standard V., or a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and satisfies the Inspector that he has received regular and suitable instruction in the class-subjects. Provided that the Inspector may accept work below the requirements of Standard V., but not below the requirements of Standard IV., in two, but not more than two, of the subjects (2) to (5).

Immediately on the receipt of the notice of the annual visit of the Inspector referred to in Regulation 1, the head-teacher shall post in a conspicuous place in the school a notice that such visit is about to be made, and shall call the attention of the children thereto. The parent or guardian of any child who wishes to obtain a certificate that such child has reached the standard of exemption must give notice of such desire in writing to the head-teacher at least two days before such annual visit.

Notwithstanding this, in cases of emergency the Inspector may at any time examine a candidate for a certificate as referred to in this regulation.

The head-teacher shall, on the day of the annual visit, hand to the Inspector lists in duplicate of those who desire to obtain exemption certificates. These lists shall be written on separate sheets of the class schedule form.

The Inspector shall, at or about the date of his annual visit, arrange for the examination of such children as are candidates for the certificates referred to in whatever way he may deem fit, and may examine them at their own or any other school; provided that for such purpose no child shall be compelled to attend at any school (not being his own school) more than five miles from his place of residence.

The Inspector may, if he see cause, refuse to examine for an exemption certificate any child who has not been instructed for at least six months in the class in which he is placed, or who has failed to reach the required standard at an examination held during the previous three months.

Nothing in this regulation shall prevent an Inspector from accepting the results of the head-teacher's examination as sufficient evidence that a child has reached the standard of exemption, and giving his certificate accordingly.

15. The Inspector shall examine all the pupils in the Sixth Standard classes, and he shall award "certificates of proficiency" to those that pass in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, (6) geography, (7) drawing, and that satisfy the Inspector that they have received regular and sufficient instruction in the other class-subjects: Provided that work below the requirements of Standard VI., but not below the requirements of Standard V., may be accepted by the Inspector in not more than one of the subjects (1) to (5), and in not more than two of the subjects (1) to (7).

[The certificates mentioned in this regulation and those mentioned in Regulation 14 may be signed either by the Inspector, or by the Secretary of the Education Board in accordance with information furnished by the Inspector.]

16. The Inspector or Inspectors of each district shall make an annual return, showing, with respect to each public school subject to their inspection, the number of pupils in the several classes and the number present in each class at the time of the annual visit. The return shall indicate the degree of attention paid to the several pass- and class-subjects and to the additional subjects respectively, and state in brief the condition of each school as to order and discipline, and as to the manners of the pupils. If possible, the return shall include a statement of the average age of the pupils in each class.

Cancelled Regulations.

1. Once in every year every public school shall be both inspected and examined by a Public School Inspector. If possible, there shall be an interval of some months between the inspection and the examination. As soon as possible after the inspection the Inspector shall present an "inspection report," and as soon as possible after the examination an "examination report." In these regulations a year means a year beginning with the 1st of January; and an Inspector's annual return must relate strictly to a year as thus defined.

2. The inspection report shall relate to such topics as the following:—
I. List of standard classes and teachers; II. Remarks on the organization, as shown under Topic I.; III. Suitability of time-tables; IV. Remarks on the methods and quality of the instruction in general or in detail; V. Order and discipline, and the tone of the school with respect to diligence, alacrity obedience and honour; VI. Supervision in recess: VII. Manners and general behaviour of the pupils; VIII. State of buildings, ground, and fences; IX. Sufficiency of school accommodation; X. Cleanliness and tidiness of rooms and premises, including outside offices; ventilation and warming; XI., &c. Other topics.

The report shall be divided into sections, and the section relating to any topic in the foregoing list shall bear the number assigned to that topic in the list. The omission of any number shall be sufficient to indicate that the Inspector does not deem it necessary to report on the topic corresponding to that number. Section I. shall in no case be omitted from the report: it shall show what "standard classes" within the meaning of Regulation 4 there are in the school, whether the standard classes are grouped in classes for instruction, and, if so, how they are grouped, and by what teacher each class is taught, describing each teacher by his position in the school as

"sole teacher," "headmaster," "first assistant," "third-year pupil-teacher," or as the case may be. Any section except Section I. may, if the Inspector so choose, consist of the appropriate number and of a single word, such as "Satisfactory."

3. The examination report shall show the number of pupils presented in each standard class, the number present, and the number of " passes " in each standard, and the Inspector's judgment of the quality of the work done in the "class-subjects," the quantity and quality of the work in "additional subjects," and the efficiency of the Instruction in Classes P and X ; and the degree of discretion displayed in the determining of the passes in Standards I. and II. The terms used in this regulation shall be used in the examination report in the sense in which they are used in these regulations.

4. For the purposes of inspection and examination, but not necessarily for purposes of instruction, the pupils of every public school shall be divided into standard classes, as follows : The preparatory class shall include all pupils below Class I., and may be called Class P. Class I. shall include all the children preparing for or presented for Standard I., and may be called S1 ; Class 2 shall include all the children preparing for or presented for Standard II., and may be called S2 ; and so on to Class VI. Class VII. shall include all pupils that have passed the Sixth Standard, and may be called Class X. If necessary, Class P may be divided the lower part being called P1, and the next P2. For purposes of inspection and examination every pupil in the school must be considered to belong to one of the *standard* classes as here defined, but for the purposes of instruction the principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency with respect to the several subjects and according to the number of available teachers, and also to cause the children of two or more standard classes to be gathered into one class for instruction in any subject ; and, if any pupil, by reason of special ability or proficiency in any subject, receives in such subject the instruction proper to a higher *standard* class than that to which he is considered to belong, he may in such subject be examined with the higher class in which he has been placed for instruction ; and if, being so examined, he satisfies the examiner, his success shall be reckoned towards his "pass" in his proper *standard* class. Also, at the discretion of a principal teacher, a pupil may be promoted to a higher standard class though he has failed at the examination in the work of the standard for which he was last presented.

5. At every standard examination the head-teacher shall present all the pupils on the school-roll, by giving the Inspector a list for each standard class, containing the names of all the pupils belonging to the class, and a schedule showing that the sum of the numbers of names in all the lists is identical with the number of the pupils on the school-roll. Against the name of every pupil who has passed a standard at a previous examination the head-teacher shall enter in the class-list the number of the highest standard which the pupil has passed. Whenever a child more than eight years old is presented in Class P the principal teacher shall give the Inspector a written explanation of the reason for not presenting the child in Standard I., and the Inspector shall include in his annual report to the Minister a statement of his opinion with respect to the number of such cases and the sufficiency of the reasons assigned for them.

6. Immediately before the examination held by the Inspector, the head-teacher (and for the purposes of this and the following regulations a sole teacher shall be considered head-teacher) shall examine Classes S1 and S2, and shall ascertain what pupils are fit to pass Standards I. and II. respectively, and the pupils he deems fit to pass shall, if they are present in class

during the Inspector's examination in class-subjects, be deemed to have passed, and shall thereupon be marked as passed in the list given to the Inspector. The passes for Standards III., IV., V., and VI., shall be determined by the Inspector.

7. In order to obtain a pass, a pupil must be presented for a standard which he has not already passed, must be present in class during the examination in the class-subjects, and must generally satisfy the Inspector (or in Standards I. and II. the head-teacher) in the pass-subjects for the standard.

8. As soon as possible after the examination of a school the head-teacher shall be furnished with the names of the pupils who have passed the several standards (including Standards I. and II.), and shall record the passes in the Admission Register, and issue to every pupil that has passed a standard a certificate of pass in that standard; and every pupil removing from one public school to another shall be required on entering to exhibit his latest certificate to the head-teacher, who shall make a record of the certificate in the Admission Register, and shall not present the pupil for examination for the standard to which such certificate relates.

9. The Inspector's report of a school examination shall show for each class the number of pupils presented, the number present at the time of examination, and the number of pupils deemed to have passed.

10. The Inspector shall at the same time report on the degree of proficiency in each of the class-subjects. For the purpose of this regulation elementary science, together with object-lessons and lessons in natural history, manufactures, and common things, shall be counted as one subject; mental arithmetic as one subject; grammar as one subject; history as one subject; and geography, so far as it is a class-subject, as one subject. In choosing a word to express his opinion of the quality of the work shown in any class-subject, the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. It is not to be expected that a small school with only one or two teachers will always be able to obtain great credit for "class-subjects." It is recognised that the degree of thoroughness with which these subjects are taught must depend to a large extent on the amount of teaching-power available, and that in this respect the results obtained in any school must be compared with the results obtained in other schools comparable in advantages; yet these subjects must always receive a due measure of attention, and the neglect of any one of them will be regarded as highly censurable.

11. The Inspector shall in general terms express his judgment of the value of the work done by the school in each of the "additional subjects." For the purposes of this regulation, repetition and recitation shall be reckoned as one subject disciplinary exercises and drill as one, singing as one, needlework as one, comprehension of the language of the reading-lessons as one. In judging the work in any "additional subject" the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. In the largest schools any neglect of these subjects is to be regarded as a ground of reproach; and, on the other hand, any good work under this head done in small schools will be accepted as evidence of praiseworthy zeal and efficiency.

12. The Inspector or Inspectors of each district shall make an annual return, showing, with respect to each public school subject to their inspection, the number of pupils presented, the number present, and the number passed, indicating the degree of attention paid to the class-subjects and additional subjects respectively, and stating in brief the condition of each

school as to order and discipline, and as to the manners of the pupils. The Inspector shall at the same time make a return relating to the same schools and the same pupils, showing the total number of pupils presented, and the total number present in each of the standard classes, as defined in Regulation 4, and the total number passed in each standard. If possible, the return shall include a statement of the average age of the pupils on passing each standard.)

[Regulations of 16th December, 1899, continued.]

17. The standard syllabus shall not be understood to prescribe to the teacher the precise order in which the different parts of any subject shall be taught, nor to prohibit the teacher from giving instruction not prescribed by the syllabus, but shall be taken to represent only the attainments of which the Inspector may expect full proof at the several stages of a pupil's progress; also, it is to be understood that the Annual report and inspection report, taken together, and not either of them alone, will express the Inspector's full judgment on the character and efficiency of the school.

18. The Inspector shall be at liberty to conduct the examination of a school in his own way—by written papers, or *vivâ voce*; by putting all the questions himself, or allowing the teacher of a class, or the head of a school or of a department, to put all the questions, or some of them; by subjecting each pupil in a class to a separate examination, or by putting questions to the several pupils in the class in rotation, and letting them "take places," or marking the values of their individual answers; and so on. In the exercise of his judgment in such matters, the Inspector will, of course, have regard to the different characters of the several subjects, and will remember that methods properly applicable to the examination of boys and girls of fourteen may be quite out of place in the case of younger children.

19. In the interpretation of the syllabus, Inspectors and teachers will be guided by the following statement of its design, and of its aims in general and in detail. It is designed to direct the instruction in *primary schools* and to regulate the examination of pupils, most of whom are *children*, and the oldest of them in the stage of *early youth*. When terms are used in defining the subjects of primary-school instruction that are also used in defining parts of an examination for teachers, it is not expected that the children will be able to attain to such a mastery of these subjects as it is necessary for their teachers to have. Questions that would be fair in a degree paper might be quite unfair if proposed in the same subjects to candidates for matriculation; and the children of a Third Standard class may have some useful elementary knowledge of matters that, in some aspects, are occupying the diligent attention of specialists in modern science. The profitable instruction of children and youths is naturally limited by their intelligence—childish intelligence or youthful intelligence, as the case may be; any teaching that does not keep within the limits thus prescribed by nature is worse than useless, and examination that does not respect these limits is unreasonable. On the other hand, the chief end of the instruction imparted in the primary school is the exercise and development of the pupil's intelligence, and the employment of it in the acquisition of useful knowledge. If any part of the syllabus seems to indicate a tendency to encourage what is mechanical or superficial at the expense of intelligence, it is only because, through some defect in the letter, the spirit and the real meaning have not been as clearly manifested as they ought to have been. [It is understood that Inspectors will, as far as possible, make themselves acquainted with the way in which the several subjects have been treated, as is more explicitly laid down in regard to history and elementary science, and that they will accordingly be guided in their examination of the several classes by the work actually done during the year.]

[In all standards the requirements for *Reading* shall be held to include a fair degree of comprehension of the language of the reading lessons and of the subject-matter contained in them. Accordingly] the subject-matter of all reading lessons, and especially of passages used as examination tests, must be such as the pupils under instruction or examination can easily understand, and the Inspector will not be satisfied with any reading that does not convey to his mind the assurance that the pupil does understand the passage read. Mere utterance of the printed words will not suffice; there must be such intonation and emphasis as are required to express the meaning and spirit of the passage; this must be insisted on, even in the First Standard. Proper emphasis and tone proceed naturally from a true apprehension of the meaning, and are not acquired by following arbitrary and artificial rules. A First Standard pupil is capable of feeling the simple humour or the simple pathos of a simple story, and of understanding the point of it, and his feeling and understanding will affect his utterance as naturally in reading as in free speech, unless he has been educated into a false manner by being frequently set to read unsuitable matter, passing his comprehension, and containing nothing to interest him. In the upper classes the quality of the reading affords one of the surest means of judging of the intelligence of the pupils, and of the degree of culture to which they have attained. The good readers will not be those who never read except in class, but those who have formed the habit of private reading; who can follow with ease the relations of the parts of a complex sentence, the thread of a simple argument, or the plot of an interesting story; who know how to employ in their own spoken and written composition relative sentences and concessive conjunctions; to whose understanding every turn of thought and expression appeals with familiar force; and who, because their thought and feeling respond to every reasonable demand made upon them by the writer, are able to make his meaning their own for the time being, and to make that meaning clear by appropriate tones of voice. Such readers will be independent of mechanical rules for the observance of "stops." Their reading will be rhetorical in the best sense, though not histrionic. They will be more indebted to their teacher for the correction of false habits than for the formation of a correct style, for a correct style consists chiefly in the use of turns of voice that are not conventional but perfectly natural, depending only on an adequate conception of the writer's spirit and meaning. There is no need to question really good readers to ascertain whether they understand what they are reading, except perhaps with regard to the meaning of an obscure word here and there; the good reading is sufficient proof of the intelligence of the reader. It must, however, be remembered that a child's understanding of a passage may be good so far as it goes, and may yet be naturally limited by the inexperience natural to his years, so that his reading will not give full expression to the utterance of sentiments of passionate desire, disappointed ambition, or overwhelming grief, although it may indicate an elementary appreciation of them. [In the case of a child who from any physical cause cannot satisfy the usual test in reading, the Inspector may apply such other tests as may, in his judgment, be most appropriate in that individual case to ascertain the child's power of understanding what he reads.]

In *Spelling*, the intelligence of the child should be directed, in the first place, to the recognition of the phonetic values of the letters, and for that reason words of peculiar formation should not be used as tests for the First Standard. When the phonetic values have been well established in his mind the pupil is capable of intelligent observation of anomalous forms; at a further stage he can appreciate the reasons for different ways of adding inflectional and other terminations; and still later he may come to see how the derivation of words affects their orthography.

Writing and *Drawing* are not to be regarded as merely mechanical and imitative arts. The pupil should from the first be taught to observe the constituent parts of the letters he has to write, the method of joining

the several parts of a letter and the several letters of a word, the slope of his copy, and the due spacing of the whole; so that he may have not a vague and general idea, but a clear and precise conception of what he is expected to reproduce. In this exercise, as well as in drawing, the training is partly for the eye and partly for the hand; but it ought also to do something for the brain which keeps them in relation. The earliest drawing-lessons will be found to require more intelligence than most young children are at first disposed to bestow upon them. The teacher soon discovers that they have very indefinite ideas of a straight line, of a square, of a circle. They may know that a square has four sides, but their intelligence has to be aroused to observe and recognise the equality of the sides and the sensible character of a right angle; they may know that a circle has no corners, but the perfect symmetry will escape their unaided notice. One great advantage of drawing is that it develops the sense of proportion; operating perhaps more immediately through the eye in the case of free-hand drawing, and in the case of geometrical drawing and perspective operating more immediately through the understanding. This sense of proportion is what is most required for the appreciation of arithmetical and physical problems, and it has unlimited applications to the concerns of daily life—even to dressmaking and cooking. Upon many of the practical arts drawing has a still more direct bearing, and to the skilled artisan of the future a knowledge of it will be indispensable.

In these regulations more prominence is given to *English Composition* than to *English Grammar*. It is not possible to define separate stages of progress in composition as clearly as in grammar; it is therefore necessary to leave a great deal to the discretion of the Inspector. The Inspector will ascertain from the teacher what plan is followed in the teaching of composition; and will as far as practicable adapt his examination to that plan; but where he finds the system of instruction unsatisfactory and ineffective he will indicate its defects and suggest improvements, and he will do his utmost to prevent any continuous and persistent neglect of the subject. In setting an exercise in composition, the Inspector will be careful to choose a subject of which it is certain that the children have considerable knowledge; or he will read a paragragh or recite a narrative, or in some other way supply them with suitable material for composition. The teacher should habitually correct defects of composition as they occur in the ordinary speech of the pupils, and in their written exercises. Correct speech and good composition depend more on practice and habit than on a knowledge of rules of grammar and composition. The art of speaking and writing correctly is acquired by familiarity with good models, and by practice subject to criticism and correction; and, with respect to the acquisition of the art, the function of grammar is the subordinate function of criticism. *(The great value of grammar depends on its character as a science of elementary logic, as a study of the forms in which the processes of thought stand revealed. In this aspect it plays a very important part in the development of intelligence, and is pregnant with suggestions that may guide the pupil into ways of philosophical thought when his school days are over. It is, moreover, a science of classification, and among the classificatory sciences it has this advantage: that there is no need to go far afield to find the objects of it; they are accessible always and to everyone, being the thoughts of our own minds and the words of our own lips.)* In grammar and analysis the Inspector will employ, as tests or exercises, plain and straightforward sentences, usually short, and words that have quite unambiguous functions.

In *Arithmetic* the tests of the work of any standard should consist of easy examples of that work, and should always comprise easy problems therein, excluding, except in the Fifth and Sixth Standards, problems involving the use of more than one principle; and exercises intended to test skill and rapidity in the manipulation of figures should be set only in parts of the subject that are certainly familiar and easy to the pupil. In mental arithmetic, short methods, depending on proportion—*e.g.*, price per dozen is a shilling for every penny each, 5 per cent. is a shilling in every pound—are to be encouraged, but the work is not to be limited to cases to

which such methods are applicable. [In any standard class questions in arithmetic may be set with a view of ascertaining whether care has been taken to keep up and revise the earlier parts of the subject.]

In *History* the pupils will not be required to learn more than about a dozen dates, or to answer questions on more than about twenty-five persons and events for any one standard ; nor will they be expected to trace the remote causes, or even to remember the proximate causes, of great events. What is wanted is a clear view of a few prominent persons and salient facts so exhibited as to afford glimpses of the conditions in which our ancestors lived at successive periods of our national history, and to establish in the mind an outline that may be filled in by later reading. A child may have a vivid idea of royal authority prone to excess, and of the status of a baron, and of the political insignificance of the common people at the beginning of the thirteenth century, without knowing the contents of Magna Charta, or all the incidents of feudal tenure. The manner in which the whole outline is treated in the definition of history for the Third Standard is an indication of the bold and general treatment contemplated by the department in prescribing periods for study in the later standards.

The *Elementary Science* prescribed in the syllabus is called "elementary science" because that term is used in "The Education Act, 1877": its scope is often misunderstood by critics of the Act and of the syllabus, who think that the children are being "crammed with all the 'ologies." But the term is to be taken as denoting such a knowledge of conspicuous natural phenomena as constitutes a general basis of the particular knowledge of separate sciences. Children are capable of understanding why a scientific man does not regard a whale as a fish, or a spider as an insect. A few well-chosen experiments will suffice to give them a definite idea of the difference between chemical combination and mechanical mixture. A few other experiments with a cheap and simple galvanic battery and an electro-magnet will afford means of explaining to them in a very useful if not a very complete way the operation of the electric telegraph. Instruction of this kind suited to their present stage of development will serve to enlarge their conceptions of the world and to quicken their intelligence—perhaps to stimulate a profitable curiosity, and to create in some young minds a bias towards scientific pursuits. Ohms and volts, atomic weight, the vascular system, and such high matters in general, are out of the reach of the ordinary primary-school pupil, however desirable it may be that the teacher have some real knowledge of them.

In examining in elementary science, or in the subject-matter of object-lessons and natural-history lessons, or in geography and history, the Inspector may, if the teacher presents a book containing the notes of the lessons that have been actually given, base his examination on the contents of the note-book. He may also inspect any exercise-books in which the pupils have entered composition exercises founded on the lessons they have received on these subjects.

In *Geography* the Inspector may require the children to point out on the map the places that they ought to know, and this with respect not only to places named in their geography lessons, but also with respect to places referred to in the lessons on history, on animals, on natural products, and on manufactures. The importance of bringing the several parts of the school-course into mutual relation in this way cannot be over-estimated ; the degree of success attained by the principal teacher in his endeavours to establish such a correlation of parts should weigh heavily with those who are called upon to form an estimate of his skill and efficiency, and upon it will depend in a high degree the development of the intelligence of his pupils.

20. It is to be remembered that in many ways the examination of a school has an important bearing on the morals of the children. They should be made to feel and understand that the Inspector is not a severe and frowning critic, bent on probing their ignorance and finding opportu-

nity to put them to shame, but that he comes as a courteous and gentle friend, who will use his best skill to put them at their ease, and will invite them to give him proof of their diligence, and let him see what progress they are making; and they should be taught to despise all showy tricks and arts of evasion, to show themselves frank and simple, and to avoid everything that is not in accordance with the strictest principles of honour.

21. The syllabus of class-subjects and additional subjects shall be the following:—

Standard I.

Pass-subjects.

A.—*English.*

1. *Reading.*—Short stories, fables, verses, &c., well within the comprehension of the youngest readers, and not containing rare words or long words. As a rule the words of more than one syllable should be only such as are formed by inflection from short words, or names of familiar objects, persons, well-known animals, birds, rooms, meals, &c. (see Regulation 19). (*The children must be able to read the sentences with intonation indicating a sufficient grasp of the meaning.*) Syllabus

2. *Spelling.*—Easy words of one syllable, and longer words in most familiar use and of quite regular formation (*sister*, for example, but not *daughter*).

3. *Writing.*—The small lettters, short words, and the ten figures, on slate, at dictation.

B.

4. *Arithmetic.*—Counting, and oral addition by twos, threes, fours, and fives, up to 100; numeration and notation to 999; addition sums of not more than three columns; multiplication of numbers not exceeding 999 by 2, 3, 4, and 5; relative values and chief aliquot parts of current English coins: and relative lengths of the yard, foot, and inch. The numeration must be applied to the addition and multiplication, and the multiplication known to be a compendious method of addition. The Inspector should satisfy himself that, within the limits of three places, the *idea* of the decimal notation is fully established. The examination is not to be confined to set sums, but must include concrete examples of a very simple kind, such as—There are 14 children in one class and 19 in another: how many are there in the two classes? or, John has 31 marbles and Thomas has just 4 times as many: how many has Thomas? or, There are 20 shillings in a pound: how many are there in £3?

Class-subjects.

Drawing.—Straight lines, rectilineal angles, simple rectilinear figures, and patterns, as defined in Regulation 23.

Object and Natural-history Lessons.—A syllabus of the work done during the year to be given to the Inspector, who will examine the class upon some object or objects selected from the syllabus, or allow the teacher to examine.

Repetition of Easy Verses.—Syllabus and test as for object-lessons.

[*Handwork.*—See Regulation 29.]

Additional Subjects.

Singing.—A sufficient number of easy and suitable songs in correct time and tune, and at a proper pitch.

Needlework.—See Regulation 28.

Drill.

Standard II.

Pass-subjects.

A.—*English.*

1. *Reading.*—More difficult matter than is required for Standard I., but still well within the comprehension of ordinary children at the age of nine. The pupils will be expected to answer questions on the meaning of the more difficult words in the passage read, but not to give strict definitions. They will also be expected to show that they have understood and that they remember the substance of the same passage.

2. *Spelling.*—Words of one and two syllables, including words containing silent letters or other peculiarities, and easy words of three syllables.

3. *Writing.*—Short words, in copy-books, not larger than round-hand. On slate: Capital letters, and transcription from reading-book of Standard II.

B.

4. *Arithmetic.*—Numeration and notation of not more than six figures; addition of not more than six lines, with six figures in a line; short multiplication, and multiplication by factors not greater than 12; subtraction; division by numbers not exceeding 12, by the method of long division, and by the method of short division; multiplication tables to 12 times 12; relative values and chief aliquot parts of the ton, hundredweight, quarter, stone, and pound; relative lengths of the mile, furlong, chain, and rod. Mental arithmetic adapted to this stage of progress.

Class-subjects.

Drawing.—The same kind of work as for Standard I., but more advanced, and with the addition of simple curvilinear forms—as defined in Regulation 23.

Geography.—Knowledge of the meaning of a map; of the principal geographical terms; and of the positions of the continents, oceans, and larger seas.

Object-lessons, and Lessons in Natural History and on Manufactures.—A syllabus, as in Standard I.

Repetition of Verses.—Syllabus showing progress.

[*Handwork.*—See Regulation 29.]

Additional Subjects.

Singing.—Songs as before; the places of the notes on the stave, or the symbol used for each note in the notation adopted; to sing the major diatonic scale and the successive notes of the common chord in all keys.

Needlework.—See Regulation 28.

Drill.

Standard III.

Pass-subjects.

A.—*English.*

1. *Reading.*—Easy reading-book, to be read fluently and intelligently, with knowledge of the meanings of the words, and with due regard to the distinction of paragraphs as well as of sentences. Insufficient apprehension of the value of the paragraph is not to affect the individual pass, but the Inspector will not be satisfied with the class if he finds that this defect is general.

2. *Spelling.*—From the same book; knowledge of words having the same, or nearly the same, sound, but differing in meaning; dictation of easy sentences from the reading-book of a lower standard. Dictation is not prescribed for Standards I. and II., because of the serious danger which attaches to the dictation exercise used prematurely. If a child writes incorrectly, his visual memory is affected by his error. On the other hand, transcription is continued in this standard (under the head of "Writing"), because it affords no excuse for mistakes, and allows the teacher or examiner to expect and demand precision; and, besides, it insures familiarity with the use of punctuation marks and capital letters.

3. *Writing.*—Longer words and sentences, not larger than round-hand; transcription from reading-book of Standard III., with due regard to punctuation and quotation-marks.

4. *Composition.*—Very simple exercises to test the pupils' power of putting their own thoughts on familiar subjects into words.

B.

5. *Arithmetic.*—Numeration and notation generally (one billion being taken as the second power of one million, one trillion the third power, and so on); long multiplication and long division; the four money rules, excepting long multiplication of money; tables of money, avoirdupois weight, and long measure; mental arithmetic; easy money problems.

CLASS-SUBJECTS

Geography. — The names and positions of the chief towns of New Zealand; the principal features of the district in which the school is situated; names and positions of Australian Colonies and their capitals; of the countries and capitals of Europe; of well-known mountains; and of celebrated rivers. The mountains and rivers named in the following lists will suffice: Pyrenees, Alps Apennines, Carpathians, Balkan, Vesuvius, Etna, Hecla; Ural, Caucasus, Altai, Himalayas, Hindu Kush, Thian-Shan; Atlas, Kilimanjaro, Ruwenzori; Rocky, Sierra Nevada, Alleghany, Popocatepetl; Andes, Cotopaxi; Australian Alps, Egmont, Ruapehu, Cook; Thames, Seine, Rhine, Rhone, Elbe, Danube, Tiber, Volga; Nile, Niger, Congo, Zambesi; Euphrates, Tigris, Amu (Oxus), Ganges, Hoang-ho, Yang-tse-kiang, Amur, Lena, Yenisei, Obi; St. Lawrence, Mississippi, Missouri, Mackenzie; Amazon, La Plata; Murray.

Drawing.—Freehand drawing of regular forms and curved figures from the flat; very elementary knowledge of degrees. (See Regulation 23.)

Grammar.—The distinguishing of the nouns, verbs, adjectives, articles, and pronouns in easy sentences. The more difficult pronouns (as the indefinite and distributive) are not to be used as tests of knowledge in this standard, but the children should be able to recognise as a pronoun any personal, possessive, or demonstrative pronoun, whether used as a substantive or as an adjective.

English History.—Such a knowledge of a few prominent persons and events, distributed over the whole period from the Roman invasion, as might be imparted in twenty or thirty lessons of a simple character. Lessons explanatory of historical pictures would best answer the end in view. The teacher will prepare a list of about twenty-five persons and events, and about a dozen dates, and the Inspector will ask simple questions to ascertain whether the children have retained an intelligent knowledge of the subjects set down in these lists, and will expect to find that a few dates selected are thoroughly impressed on their memory. The dates should be well spread over the whole period, and relate to very important events or crises.

Knowledge of Common Things.—A syllabus as for object-lessons in the former standards.

Repetition of Verses.—Syllabus showing progress.

[*Handwork.*—See Regulation 29.]

Additional Subjects.

Singing.—Easy exercises on the common chord and the interval of a second, in common time and $\frac{3}{4}$ time, not involving the use of dotted notes; use of the signs *p.*, *f.*, *cres.*, *dim.*, *rall.*, and their equivalents; songs as before, or in common with the upper part of the school.

Needlework.—See Regulation 28.

Drill.

Standard IV.

Pass-subjects.

A.—*English.*

1. *Reading.*—An easy book of prose and verse.

2. *Spelling and Dictation* suited to this stage, as represented by the reading-book in use; the dictation to exhibit a knowledge of the use of capitals and punctuation, but (at inspection) to be confined to prose.

3. *Writing.*—Good copies in a hand not larger than round-hand, and transcription of poetry.

4. *Composition.*—Letter-writing on prescribed subjects: the addressing of letters and envelopes; exercises in the turning of two given simple sentences into one simple sentence with an adjunct, and in the construction of the complex sentence by the blending of given simple sentences through the use of substantival, adjectival, and adverbial clauses. The pupils are not to be required to give technical names to sentences, adjuncts, or clauses, or to distinguish the three kinds of clauses, but they must be able to turn given sentences into clauses, and to insert them in suitable order.

B.

5. *Arithmetic.*—Long multiplication of money; reduction of money, weights and measures; the compound rules applied to problems in weights and measures; practice, and the making out of bills of accounts and receipts; tables of money, weights and measures. The weights and measures for this standard are: Avoirdupois weight, troy weight, long measure, square measure, measures of capacity (including cubic measure) and time, and angular measure. The question for "pass" must not include the difficult cases in which division by $5\frac{1}{2}$ or $30\frac{1}{4}$ with a remainder is involved, but such cases may be put separately as a test of the ability of the class. Mental arithmetic adapted to this stage of progress.

Class-subjects.

Geography.—New Zealand: Seat of Government; chief towns of provincial districts; leading products and industries according to locality; principal ports; inter-provincial transit; principal objects of interest to tourists; rough maps of the colony showing such one set of principal features (as capes, towns, rivers, mountains) as the Inspector may require. Australia: The names and positions of the colonies, and their chief towns, capes, bays and ports. The map of the world: The principal trade-routes; the countries in which the principal articles of commerce are produced; the chief ports and trading centres; the oceans and great seas; the most conspicuous geographical features of the several continents.

Drawing.—Practical plane geometry and very simple applications of scales to the geometrical problems. Freehand drawing to be kept up. (See Regulation 23.)

Grammar.—The distinguishing of all the parts of speech in easy sentences; the inflections of the noun, adjective, and pronoun.

English History.—The period from the Norman Conquest to the Battle of Bosworth: About twenty-five persons and events, and about twelve

dates, are to be selected from this period by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—As prescribed in Regulation 24 or 25.

Recitation.—A list of pieces learnt, and one piece (or more) specially prepared for the examination.

[*Handwork.*—See Regulation 29.]

3. Additional Subjects.

Singing.—Easy exercises on the chords of the dominant and subdominant, and in the intervals prescribed for Standard III.; exercises in triple time; use of dotted notes; melodies, rounds, and part-songs in common with the higher standards. [*Note.*—It will suffice if this class take the air of the song, while the other parts are sung by the more advanced classes, and it may be useful to let older scholars lead the parts in a round.]

Needlework.—See Regulation 28.

Drill.

Standard V.

The Standard of Education under "The School Attendance Act, 1894, Section 3, Sub-section 4.)

Pass-subjects.

A.—*English.*

1. *Reading.*—A book of general information, not necessarily excluding matter such as that prescribed for Standard IV.

2. *Spelling and Dictation* suited to this stage.

3. *Writing.*—Small-hand copies in a strict formal style, and text-hand; transcription of verse in complicated metres, and of prose exhibiting the niceties of punctuation.

4. *Composition.*—A short essay or letter on a familiar subject, or the rendering of a passage of easy verse into good prose.

B.

5. *Arithmetic.*—Proportion; simple interest; the easier cases of vulgar fractions, and problems involving them; mental arithmetic.

Class-subjects.

Geography.—New Zealand and Australia, as for Standard IV. The map of Great Britain and Ireland: Capitals, great ports, and cities and towns of more than 200,000 inhabitants, with their characteristic industries and geographical advantages. The map of Europe: The principal seas, gulfs, headlands, mountains, and rivers; countries and their capitals and great ports; geographical advantages of the several capitals and ports; forms of government of the Great Powers. Physical geography: General distribution of land and water on the surface of the globe; the mountain and river systems of some one continent; watershed; formation of deltas. The globe: The form of the earth; the daily rotation; the annual revolution; the approximately stable direction of the axis; day and night; the seasons; the zones, meridians, and the cause of the differences of local time.

Drawing.—Practical plane geometry; drawing to scale; freehand drawing to be kept up. (See Regulation 23.)

Grammar.—Inflections of the verb; the parsing (with inflections) of all the words in any easy sentence; analysis of an simple sentence.

English History.—The period from the accession of Henry VII. to the death of Queen Anne: About twenty-five persons and events, and about twelve dates, are to be selected by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—Of a higher order than for Standard IV.

[*Handwork.*—See Regulation 29.]

ADDITIONAL SUBJECTS.

Singing.—More difficult exercises in time and tune ; strict attention to expression-marks.

Needlework.—See Regulation 28.

Drill.

STANDARD VI.

PASS-SUBJECTS.

1. *Reading.*—A book containing extracts from general literature.

2. *Spelling and Dictation* suited to this stage.

3. *Writing.*—The copying of the tabulated matter, showing bold head-lines and marking distinctions such as in letterpress require varieties of type (*e.g.*, the copying of these printed standards, or of a catalogue showing division into groups).

4. *Composition.*—Essay or letter.

5. *Arithmetic.*—Vulgar and decimal fractions ; simple cases of compound interest and of other commercial rules, such as discounts, stocks, partnership, and exchange; the metric system of weights and measures, and calculations with pound, florin, cent, and mil ; square root, and simple cases of mensuration of plane surfaces and of solids bounded by planes ; mental arithmetic.

6. *Geography.*—The maps of Asia and North America : Work analagous to the work prescribed under the head of "Map of Europe" for Standard V. The map of the world : British possessions ; their principal towns and leading products ; with some knowledge of their relative importance, and of the forms of government of the most important. Physical geography : The principal causes of difference of climate, with illustrations. The globe, as in Standard V., with a knowledge of the significance of parallels of latitude, and with special reference to the seasons in the Arctic and Antarctic circles.

7. *Drawing.*—Elementary solid geometry and freehand drawing from simple models ; or one of these subjects together with more advanced freehand drawing. (See Regulation 23.)

CLASS-SUBJECTS.

Grammar.—Complete parsing (including syntax) of simple and compound sentences (easy), prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by part of the reading-book ; analysis of easy complex sentences.

English History. The period from the death of Elizabeth to the reign of Victoria ; also the elements of social economy—that is to say, very elementary knowledge of such subjects as government, law, citizenship, labour, capital, money, and banking ; great stress is to be laid on the elementary knowledge of social economy. (See Regulation 19, and history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—As for Standard V.

[*Handwork.*—See Regulation 29.]

ADDITIONAL SUBJECTS.

Singing. –As for Standard V.

Needlework.—See Regulation 28.

Drill.

22. In geography and history, in Standards IV., V., and VI., the course of instruction and the scope of examination need not conform strictly to the order in which the several parts of the subjects are set forth in the syllabus. The principal teacher may, at his discretion, make arrangements for instructing two or more of the classes S4, S5, and S6 together as one class in either of these subjects, and may take the several prescribed parts of a subject in any order, provided that in geography the instruction prescribed for Standard V. under the heading " the globe " must always form part of the work for that standard, and that, similarly, the instruction in " physical geography ' for Standard VI. must always form part of the work for Standard VI. ; provided also that the order he adopts for either subject be clearly defined in a written programme showing that the whole of the work prescribed for that subject in the syllabus is distributed in fair proportion over a three years' course of instruction, that this programme be always ready to be produced at the request of the Inspector, and that it be strictly followed. In this programme, or in a separate programme, or in a note-book of lessons actually given, or in a text-book marked for the purpose, the teacher may indicate for the guidance of the Inspector the particular parts of the subject which have been so treated as to afford reasonable expectation that the class will be able to give evidence of having retained a solid knowledge of them. It is expressly recognised that a great part of the instruction given in any subject is illustrative, or explanatory, or connective; and also that the aspects of a subject that have most interest for the teacher are those which he will probably be most successful in impressing on the imagination and on the memory of his pupils; and, further, that where it is not possible to do more than establish an outline or sketch of any department of knowledge there are usually more ways than one of drawing the outline. In history, one teacher may be disposed to give prominence to dynastic considerations, another to military exploits, a third to social developments, and so on ; and in geography the thread of the instruction may be mainly political, or mainly physical, or mainly commercial. The Inspectors will judge in every case whether the plan adopted is intelligent, the work done sufficient, and the instruction effective ; and they will accommodate their examination to any intelligent and reasonable method by which the teacher seeks to comply with the requirements of the syllabus.

23. The drawing prescribed in the syllabus is illustrated by the several parts of Blair's Colonial Drawing-Book, issued by the authority of the Minister of Education, and is further defined in this regulation (23). The work appointed to be done has a direct bearing on the industrial and decorative arts. In the first three standards the elementary knowledge of geometrical form is to be acquired ; in the Fourth Standard, elementary practical geometry is introduced, limited to plane geometry ; in the Fifth Standard, practice in scale drawing is required; and, in the Sixth, the practical geometry is extended so as to include elementary solid geometry. The instruments required in the work of the first three standards can be obtained in Wellington for 4d. They are : a measure of inches, a small set-square of 45 degrees, and one of 60 degrees. For the Fourth Standard a pair of dividers (cost 6d.) is necessary. Freehand drawing begins in the First Standard ; simple rectilineal figures, first drawn with the ruler, being afterwards copied without ruler, and also drawn as dictation exercises. The freehand for the Second Standard includes forms based on the circle, semicircle, and quadrant ; and in the Third Standard common curved forms of a less simple character are introduced. The Fourth Standard freehand work is to be decidedly in advance of Third Standard work. In the Fifth Standard the easier examples, and in the Sixth Standard all the examples

are to be drawn on a larger or smaller scale than that of the copy, and in the Sixth Standard free hand is extended so as to include drawing from simple models.

In the First Standard the pupils must be able to distinguish vertical, horizontal, and oblique lines, to recognise such lines when they see them, to give the lines the appropriate names, and to draw them with ruler and without ruler at dictation. They must know that when two lines cross one another four angles are presented to view, that the size of the angles is independent of the length of the lines, that one pair of angles may be larger than the other pair, that when there is no such inequality the angles are said to be right angles and the lines are mutually perpendicular, that in this case any two segments containing one of the right angles form also a "square" corner, that a horizontal line is perpendicular with respect to a vertical line, that the obtuse and acute angles are respectively greater and less than the right angle, and that two lines without mutual inclination are parallel. Strict scientific definitions will not be demanded, but the pupils must be able to use and apply the several geometrical terms required, and to give approximate verbal explanations of their meaning. They should also know how to draw lines parallel or perpendicular to one another by means of set-square and flat ruler. Proceeding to simple geometrical figures, which should be illustrated by models in cardboard or wood as well as by drawing, they should know the square and the oblong as square-cornered figures of four sides, all the sides being equal in the square, while in the oblong there are two long sides equal and two short ones equal. The pupils should draw these figures with sides of prescribed length. The meaning of diagonal must be known, as also of triangle, equilateral, isosceles. The two triangles into which a diagonal divides a square or oblong must be recognised as right-angled triangles, and in the square as isosceles triangles. So far as is possible without strict geometrical construction the pupils must be able to draw at dictation, with ruler or as freehand exercises, the several kinds of triangles here named, as well as to recognise them. "Base," "apex," "altitude," as applied to isosceles triangles, should be known. The drawing exercises, with and without ruler, must include combinations of straight lines forming borders and simple patterns.

In the Second Standard the freehand drawing is to include forms based on the circle, semicircle, and quadrant. The knowledge of terms—tested by models, by diagrams, and by dictation—must include circumference, radius, diameter, arc, chord, segment, semicircle, and quadrant. The rhombus and the rhomboid are to be studied: the rhombus as like the square, except as to its angles, and the rhomboid as similarly comparable to the oblong; the rhombus as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles, all isosceles; and the rhomboid as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles or two obtuse-angled triangles, two at least of the triangles being scalene.

In the Third Standard the new figures for study are the trapezium and the polygon, especially the regular hexagon and regular octagon. It is to be known that any regular polygon may be divided into isosceles triangles (equilateral in the hexagon), each of which has its apex in the centre of the figure. The right angle is to be known as an angle of 90 degrees; the sum of the angles round a point as equal to four right angles or 360 degrees; the sum of the angles of a triangle as 180 degrees (illustrated by folding a triangular piece of paper so that the three corners may meet at a point in one of the sides); and the sum of the angles of any four-sided figure as 360 degrees (illustrated by tearing off the four corners of a trapezium and putting them together at a point). The work of the standard must include ruling, freehand, dictation, and memory exercises on the geometry of form, and the freehand from set copies must include some curves more difficult than such as can be produced by joining quadrants together.

In the Fourth Standard the freehand drawing is to be more advanced than that of the Third Standard. Practical use is to be made of set-

squares in the drawing of lines at angles of 90, 60, 45, 30, 15 degrees, and others depending on these; and the pupils must be prepared with problems of practical construction. They ought also to be able to work the problems from given dimensions to one or other of the following scales: 3in., 1½in., or ¾in. to a foot; ¾in. to a yard (¼in. to foot); 1in. to a mile (⅛in. to a furlong). The problems required are the following:—

To bisect a given straight line or an arc.
To bisect a given angle.
To draw a perpendicular to a given straight line at a given point on it.
To draw a perpendicular to a given straight line from a given point outside it.
To draw a line parallel to a given straight line at a given distance from it.
To draw a line parallel to a given straight line through a given point.
To make an angle at a given point in a given line equal to a given angle.
To divide a given straight line into any number of equal parts.
To divide a given straight line proportionally to a given divided line.
To divide a circle into three, six, twelve, four, or eight equal parts.
To construct a triangle, its three sides being given.
To construct an equilateral triangle on a given side.
To construct an isosceles triangle, the base and the angle at the apex being given.
To construct a square, the side being given.
To construct a square, the diagonal being given.
To construct a rectangle, the sides being given.
To construct a rectangle, the diagonal and one side being given.

For the Fifth Standard, pupils must be able to make their own freehand sketches of some common object as a preliminary to scale-drawing, to measure the object and note the measurements on the sketch, and then to draw the object to scale. Progress in freehand must be shown, and the simplest exercises of the year must be drawn either larger or smaller than the copy set. The problems required in practical geometry are the following:—

To construct a rhombus, the diagonal and side being given.
To construct a rhomboid, the sides and one of the angles being given.
To construct a trapezium equal to a given trapezium.
To construct a triangle on a given base and similar to a given triangle.
To construct a rectangle on a given side and similar to a given rectangle.
To enlarge or reduce any given figure by a system of squares.
To divide a circle into any number of equal parts (by construction).
To construct any regular polygon on a given line.
To construct an ellipse by pins and string.
To describe a circle through three given points.
To inscribe a circle within a given triangle.
To describe a circle with a given radius to touch two converging lines.
To describe a circle with a given radius to touch a given straight line and a given circle.

In the Sixth Standard all copies made from the flat must be enlarged or reduced. The models for model drawing are the same simple solids as are prescribed for the geometrical drawing of this standard, and combinations of the same as found in simple common objects, such as tables, boxes, books, bottles, buckets, &c. The model drawing and the method of teaching it are fully illustrated in the first-grade model drawing in the Colonial Drawing-Book, issued by authority of the Minister of Education.

The work in practical solid geometry is as follows: Plans and elevations of the sphere and cube, the cone and pyramid, the cylinder and prism, and slabs. Pupils must be able to give correct definitions of these solids, and to draw plans and elevations of them, and of simple objects based on them, on three planes of projection, and also (in the largest schools) to draw sections of them in any plane perpendicular to the horizontal or to the vertical plane.

Teachers may claim exemption for girls from examination in geometrical drawing.

24. The instruction in elementary science for Standards IV., V., and VI. shall be based on a programme, which shall be prepared by the head-teacher, to show the distribution of the subject over a three years' course of lessons. The programme must include such elementary knowledge of physics and such a conception of chemical action as may be imparted by a proper use of Professor Bickerton's "Materials for Lessons in Elementary Science," and must also include instruction in elementary mechanics, or in elementary laws of health, or in ambulance work and modes of resuscitation, or in botany, or some other subject recognised by the Inspector as equivalent to one of these; provided, however, that, if the elements of agricultural knowledge be efficiently taught, no other elementary science shall be required for these standards.

25. The programme of the elements of agricultural knowledge which may be substituted for the programme of "elementary science" is as follows:—

Standard IV.—(*a.*) The parts of plants, stems, leaves, roots, flowers, and fruit (with special reference to fruit-trees and agricultural plants).

(*b.*) Fertilisation of flowers and formation of seed. Storage of food in seeds, roots, &c. Germination.

(*c.*) Composition of plants. The meaning of the terms organic and inorganic. Elements and compounds. Outlines of chemistry of air and water.

(*d.*) How plants obtain their food. Function of the leaf. Decomposition of carbonic acid. Leaf-green. Importance of water to the plant. Absorption of food by the roots. Action of root-hairs.

(*e.*) The soil. How soils are formed. Decay of rocks. Chemical constituents of soils. Subsoil. Humus. The soil as a source of plant-food.

Standard V. — (*f.*) Brief outline of the chemistry of the elements essential to the growth of plants. Influence of light, warmth, and moisture of plant-growth. Bacteria as the cause of decay and fermentation.

(*g.*) Mechanical analysis of soils. Classification of soils. Good and bad qualities of soils. Influence of mechanical condition of soils on their fertility. Plant-food in the soil, available and dormant.

(*h.*) The objects to be obtained by tillage. Improvement in the mechanical condition. Importance of a good seed-bed. Chemical changes induced by exposure to the air. Action of bacteria, &c., in the soil. Fallows. Tillage as partly replacing manure. Water in the soil. Capillary action in the soil. Drainage. Possible loss of plant-food in drainage water. Differences in modes of cultivation for light and heavy soils. Plant-food in the soil. Exhaustion of the soil. Principle of application of manures. Principle of rotation of crops. Improvement of the soil.

Standard VI.—(*i.*) Object of manuring. General and special manures. Farmyard manure, its composition and value; its liability to ferment; management to prevent loss of value. Vegetable and animal refuse as manures. Green manuring. Plant-food most frequently wanting in soils. Manures supplying particular kinds of plant-food. Guanos. Special manures supplying nitrogen. Bone manures. Superphosphate and other manures. Action of lime on the soil.

(*j.*) The characteristics of the common crops—cereals, fodder-crops, root-crops. Habit of growth of a plant. Distribution of roots. Principle of adaptation of manures to crops.

(*k*.) Importance of good seed. Propagation of plants by cuttings, tubers, bulbs, &c. Objects of grafting and of pruning. Insect-pests. Insect changes, as illustrated by the life-history of common insects. Nature of parasitic fungi.

In schools in which it is not practicable to have the work of the three standards done separately, Part I. may be taken as the work of one year; Part II. may be taken as the work of another year, together with so much of Part I. as is necessary to render Part II. intelligible to beginners; and Part III., with the most necessary portions of Part I., as the work of a third year.

26. The object-lessons and lessons on natural history, manufactures, and common things, for Standards I., II., and III. ,are intended as an introduction to the elementary-science lessons for the higher standards. Classes S1 and S2, or S1, S2, and S3, may be taught and examined together in these subjects if the programme of lessons is varied from year to year, so that on the whole the work prescribed for two or three classes shall be done in two or three years, as the case may be; or S3 may be instructed in elementary science with any higher class, and even S1 and S2 may, instead of receiving lessons on objects, &c., be instructed in the elementary science prescribed for the higher standards if the instruction in elementary science is oral, illustrative, and experimental, and is, in the teacher's judgment, adapted to the capacity of the lower classes, and fitted to promote the development of their faculties.

27. Any order of instruction in singing other than that prescribed in the standards will be recognised as of equivalent value if the result be good singing, sufficient theoretical knowledge, and careful training of the lower classes as well as the higher.

28. All the girls in any public school in which there is a mistress or assistant mistress shall learn needlework, and the Inspector shall judge all other work done by the girls more leniently than that done by the boys in such a degree as would be implied in reducing by 10 per cent. the minimum marks required for an examination pass. To secure full approval the needlework of the several classes must be according to the following programme:—

[S1. Threading needles and hemming.

S2. The foregoing, and oversewing, running and felling, and fixing a narrow hem.

S3. The foregoing, and stitching, sewing on strings and buttons, and making eyelet holes for hooks.

S4. The foregoing, and setting in gathers, button-hole stitch, and sewing on hooks and eyes.

S5. The foregoing, and button-holes, and plain darning on stocking material.

S6. The foregoing, and darning and patching linen, calico and woollen material, herring-bone stitch, cutting out on paper, and cutting out and fixing one plain garment.]

(*S1. Threading needles and hemming.* (*Illustration of work: Strips of calico, or a plain pocket-hankerchief.*)

S2. The foregoing, and felling and fixing a hem. (*Illustration: A child's pinafore.*)

S3. The foregoing, and stitching, sewing on strings, and fixing all work up to this stage. (*A pillow-case, or woman's plain shift, without bands or gathers.*)

S4. The foregoing, and button-holing, sewing on buttons, stroking, setting in gathers, plain darning, and fixing. (*A plain day- or night-shirt.*)

S5. The foregoing, and whipping, a tuck run, sewing on frill, and gathering. (*A night-dress with frills.*)

S6. Cutting out any plain garment and fixing it for a junior class;

darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; darning and patching fine diaper.

If knitting is learnt, it shall be in the following order; A strip of plain knitting; knitted muffatees, ribbed; a plain-knitted child's sock; a long-ribbed stocking.)

[29. With the authority of the Education Board, given under section 3 of "The Manual and Technical Elementary Instruction Act, 1895," in any school any suitable course of hand-and-eye training or of manual instruction, called in Regulation 21 "Handwork," may be substituted for any one of the class-subjects except drawing: Provided,—(1) That drawing with brush or chalk may be substituted for the drawing prescribed in Regulation 23; (2) that modelling in clay may be combined with the drawing of any standard; (3) that modelling in cardboard may be combined with the drawing of SS. 4, 5, 6; and (4) that in the case of (2) or (3) the requirements of Regulation 23 shall be modified accordingly. The Inspector shall approve of the suitability of the course of handwork adopted, having regard to the needs of the particular school and to the value of such course of handwork as a part of the general course of instruction given in the school.]

30. In case of any misunderstanding arising as to the meaning of any part of these regulations, the Minister of Education may declare what is to be taken as the meaning, and his interpretation shall be binding upon all persons to whom it is communicated, and shall, if declared by publication in the *New Zealand Gazette*, have equal force with these regulations.

[31. Standard V. as defined in these Regulations shall be the standard of education prescribed under "The School Attendance Act, 1894,' section 3, sub-section (4).]

(26. Standard IV. as defined in these regulations shall be the standard of education prescribed under "The Education Act, 1877," section 90, sub-section (4).

27. The following rule for determining passes in arithmetic is prescribed on the recommendation of the Inspectors:—

For Standards III., IV., V., and VI., five questions will be set for each class. In questions that are not purely mechanical half marks will be allowed for correctness of method. Three questions right will pass for boys and two and a half for girls.)

APPENDIX B.

REGULATIONS FOR TEACHERS' CERTIFICATES.

(Under the Education Act, 1877.)

[5th July, 1887; 10th September, 1891; 9th October, 1894.]

1. There shall be five classes of certificates, distinguished (from the highest to the lowest) by the letters A, B, C, D, E.

2. In each class there shall be five divisions, distinguished (from the highest to the lowest) by the numbers 1, 2, 3, 4, 5.

3. The class for which a certificate is granted shall depend upon attainments in learning, as proved by examination; the division in the class, upon experience and practical skill in the art of teaching and of school management.

4. The relative values of certificates shall depend in equal degree upon attainments in learning and upon practical skill, as indicated in the subjoined scale, in which the letter and number denoting any one certificate stand opposite to the letter and number which, in any other column, denote a certificate of equal value.

SCALE OF COMPARATIVE VALUES.

A1	...	...	...	...	1st Rank.
A2	B1	...	...	...	2nd "
A3	B2	C1	...	...	3rd "
A4	B3	C2	D1	...	4th
A5	B4	C3	D2	E1	5th
	B5	C4	D3	E2	6th "
		C5	D4	E3	7th "
			D5	E4	8th "
				E5	9th "

5. A certificate shall not be granted to any candidate who has not given proof of having been regularly engaged in teaching for at least two years in a public school or schools, or in some school or schools subject to Government inspection, in New Zealand or elsewhere : Provided that the Minister of Education may estimate a period spent in teaching in other schools than those described in this regulation as equal to a shorter period of service in a public school ; and that a period spent in a normal school by a student in training shall be regarded as equivalent to an equal time spent in teaching.

6. A certificate shall not be granted to any candidate until an Inspector of Schools has testified to the candidate's practical efficiency by awarding at least two marks, according to the scale of marks defined in Regulation 19.

7. A certificate granted to a candidate under the age of twenty-one years shall be a provisional certificate, which may be exchanged for an ordinary certificate when the candidate has reached the age of twenty-one.

8. A certificate shall not be granted to any person who does not produce sufficient evidence of good moral character, and of freedom from all such physical defects as are incompatible with efficiency in teaching, and in the management of a school, nor shall any person be admitted to examination under these regulations without producing such evidence.

9. A certificate shall not be granted except after examination held in accordance with these regulations, or after proof of the passing of an equivalent examination held by some sufficient public authority ; provided that a partially equivalent examination may be recognised *pro tanto*, and supplemented by such further examination as the Minister of Education may order, and that the Minister shall be, the judge of the value to be assigned to examinations proposed for acceptance as equivalent or partially equivalent.

10. A candidate who has served four years as a pupil-teacher, or has been a student in a teacher's training-college for one year, or has "obtained credit" at the Junior Scholarship Examination of the University of New Zealand, may be examined without regard to age ; but, with this exception, every candidate for examination must give evidence of having reached the age of eighteen years, and, with the same exception, every candidate relying on an equivalent examination must give evidence of having reached the age of eighteen years before the time of such examination.

11. The examination for Class E shall include the following subjects :—

Reading, writing, spelling, English grammar and composition (including punctuation), arithmetic, geography, English history, elementary science (as hereinafter defined), vocal music, drawing, and the art of teaching and school management.

Women shall be examined also in needlework, and, in consideration of this addition to their list of subjects, will be allowed to substitute the laws of health and domestic economy for elementary science, if they choose to do so. They will also be permitted to pass in arithmetic on somewhat easier terms than men.

The papers for this class, with the exception of the papers on the art of teaching and school management, and in elementary science and domestic economy, will be based generally on the programme of public-school standard work ; but, as compared with papers set for examination in standards, will be so much more difficult as the comparative maturity of the persons examined renders reasonable and proper.

Geography will include the form and motions of the earth ; the phenomena of day and night and of the seasons ; the real significance of the polar circles, tropics, and equator; the most elementary parts of physical geography; the general topography and political geography of the world (without minute detail) ; and map-drawing, from memory, of the hemispheres, the Continents, Great Britain and Ireland, and New Zealand.

In English history a fair knowledge of the period from 1603 to 1837 will be required ; and a cursory knowledge of the chief events prior to 1603.

12. The examination for Class E in elementary science will be based upon the following programme :—

Fundamental Ideas of Matter and Energy.—Three States of Matter—Mass — Inertia—Force—Momentum—Acceleration—Energy—"Centrifugal Force."

Conditions of Matter.—Compactness—Porosity—Hardness—Brittleness — Toughness—Malleability—Ductility—Tenacity—Flexibility — Elasticity —Compressibility—Viscidity—Liquidity—The Gaseous State—Diffusion—Solution—Crystallization.

Gravitation.—Weight—Density—Specific Gravity—Flotation—Balloon —Pressure of Liquid Column—Level—Pressure of Air—Barometer—Pump—Siphon—Diving-bell—Falling Bodies—Work—Laws of Gravitation.

Mechanical Powers.—Lever—Wheel and Axle—Pulley—Inclined Plane —Screw.

Sound.—Echo—Waves—Velocity—Pitch—Resonance—Interference.

Light.—Propagation—Velocity—Reflection—Looking-glass—Refraction —Lenses—Prism and Colour.

Heat.—Production—Measurement of Temperature and Quantity—Expansion—Winds—Conduction—Convection—Steam—Latent Heat — Evaporation—Distillation—Radiation.

Magnetism.—Properties of Magnets—Induction—Mariner's Compass.

Electricity.—Development of Frictional Electricity—Attraction—Repulsion — Induction — Conduction — Insulation — Distribution — Lightning Conductors— Electric Machines — Simple ways of Producing a Galvanic Current — Conductors — Resistance—Heat — Electro-magnets — Magneto-Electricity —Simple Telegraphs—Telephones—Electric Lights — Chemical Decomposition.

Chemistry.—Mixtures and Compounds—Combination and Decomposition —Elements and Compounds—Affinity—The Air—Burning—The preparation, elementary properties, and simpler compounds of Oxygen, Hydrogen, and Nitrogen —Atoms and Molecules—Chief properties of Carbon, Sulphur Phosphorus, and Chlorine—Oxidization and Reduction—Flame—Acids, Bases, and Salts—Preparation and properties of Nitric and Hydrochloric Acids—Properties of Sulphuric Acids.

Physiology and Health—Organized Matter—Animals contrasted with Plants—Composition and nutrition of Plants—Composition and general form of the Human Body—Positions and functions of the Internal Organs —Alimentation—The Blood—Circulation—Respiration—Functions of the Skin—Animal Heat—The Ear—The Eye—Ventilation—Cleanliness in person, home, and surroundings—Drainage—Temperance—Food—Clothing.

12A. In the examination for a teacher's certificate of Class E, a candidate may, if he give notice when he applies to be examined, substitute for "elementary science" the elementary knowledge of agriculture, as defined in the following syllabus :—

(*a*.) The parts of plants, stems, leaves, roots, flowers, and fruit (with special reference to fruit-trees and agricultural plants).

(*b.*) Fertilisation of flowers and formation of seed. Storage of food in seeds, roots, &c. Germination.

(*c.*) Composition of plants. The meaning of the terms organic and inorganic. Elements and compounds. Outlines of chemistry of air and water.

(*d.*) How plants obtain their food. Function of the leaf. Decomposition of carbonic acid. Leaf-green. Importance of water to the plant. Absorption of food by the roots. Action of root hairs.

(*e.*) The soil. How soils are formed. Decay of rocks. Chemical constituents of soil. Subsoil. Humus. The soil as a source of plant-food.

(*f.*) Brief outline of the chemistry of the elements essential to the growth of plants. Influence of light, warmth, and moisture on plant-growth. Bacteria as the cause of decay and fermentation.

(*g.*) Soils: Mechanical analysis of soils. Classification of soils. Good and bad qualities of soils. Influence of mechanical conditions of soils on their fertility. Plant-food in the soil, available and dormant.

(*h.*) Tillage: The objects to be obtained by tillage. Improvement in the mechanical condition. Importance of a good seed-bed. Chemical changes induced by exposure to the air. Action of bacteria, &c., in the soil. Fallows. Tillage as partly replacing manure. Water in the soil. Capillary action in the soil. Drainage. Possible loss of plant-food in drainage water. Difference in modes of cultivation for light and heavy soils. Plant-food in the soil. Exhaustion of the soil. Principle of application of manures. Principle of rotation of crops. Improvement of the soil.

(*i.*) Manures: Object of manuring. General and special manures. Farmyard manure, its composition and value; its liability to ferment; management to prevent loss of value. Vegetable and animal refuse as manures. Green manuring. Plant-food most frequently wanting in soils. Manures supplying particular kinds of plant-food. Guanos. Special manures supplying nitrogen. Bone manures. Superphosphate and other mineral manures. Action of lime on the soil.

(*j.*) Crops: The characteristics of the commoner crops—cereals, fodder crops, root-crops. Habit of growth of a plant. Distribution of roots. Principle of adaptation of manures to crops.

(*k.*) Importance of good seed. Propagation of plants by cuttings, tubers, bulbs, &c. Objects of grafting and pruning. Insect pests. Insect changes, as illustrated by the life-history of common insects. Nature of parasitic fungi.

13. The examination for Class D shall include, in the first place, the following subjects as they are defined in Regulation 11: Reading, writing, vocal music, drawing, and the art of teaching and school management, and (for women only) needlework. Any candidate for Class D who has passed for Class E will be exempt from examination in these subjects.

In the next place the examination for Class D shall include English grammar (with spelling, composition, and punctuation), arithmetic, geography, and English history, and the papers in these subjects shall be more difficult than those set for Class E.

The examination for Class D shall also include elementary experimental science, the programme being the same as that prescribed for elementary science for Class E, but the treatment different. The questions set will demand a knowledge of simple experiments adapted to the illustration of the several parts of the programme. A list of experiments will be supplied to candidates who apply for it to the Inspector-General of Schools.

For elementary experimental science, a candidate may, if he give notice when he applies for examination, substitute the elementary knowledge of agriculture as defined in the syllabus for Class E. The examination in this subject will be more difficult than that for Class E, and will demand a knowledge of simple experiments.

The examination for Class D shall include, lastly, two subjects chosen by the candidate from the following list: Latin, Greek, French, German or Italian, algebra, Euclid, elementary mechanics, elementary physics, elementary chemistry, elementary biology. The scope of the examination in these subjects will be as follows: In languages: Translation at sight from and into the language chosen by the candidate, and questions in the grammar of the language. Algebra: To simple equations inclusive, with easy

problems. Euclids: Books I. and II. Elementary mechanics: The elements of statics, dynamics, and hydrostatics. Elementary physics: Heat, sound, light, and electricity. Elementary chemistry: The non-metallic elements, and the atomic theory. Elementary biology: Elements of animal physiology; *or*, elements of the morphology and physiology of flowering plants, including the main characteristics of the chief native and introduced natural orders. The paper will contain questions on both branches (zoology and botany), but a candidate will not be required to answer questions on both. Any candidate for Class D who has passed the Matriculation Examination or the Junior Scholarship Examination of the New Zealand University, being at the time of passing of the age required by Regulation 10, or otherwise qualified as that regulation requires, may be excused from examination for Class D in those subjects in which, at the Matriculation or Junior Scholarship Examination, he obtained such marks as in the judgment of the Minister of Education afford evidence of sufficient knowledge of the subjects.

14. A candidate for Class C shall be required to pass the first section of the examination for the degree of Bachelor of Arts or Bachelor of Science in the University of New Zealand; and also (unless he has already passed for Class D) to pass the whole of the examination for Class D, with the exception of the two optional subjects. (A candidate may pass the required University examination without being an undergraduate of the University.)

15. Subject to the operation of Regulations 5, 6, 7, and 8, Bachelors of Arts or Bachelors of Science of the University of New Zealand may be admitted to Class B without examination.

16. Subject to the operation of Regulations 5, 6, 7, and 8, graduates of the University of New Zealand in the first or second-class honours may be admitted to Class A without examination; as also may Masters of Arts who at the M.A. examination showed a degree of proficiency as high as that which is required for first or second class honours.

17. An examination for the two classes D and E, and, if necessary, for higher classes also, shall be held every year in the month of January, and shall begin not earlier than the seventh day and end not later than the seventeenth day of the month; and no candidate shall be admitted to the examination who does not give notice by the thirty-first day of October next before the examination in a form to be provided for that purpose by the Minister of Education, and send with such notice a bank receipt for the sum of one pound sterling paid to the credit of the Public Account at some branch of the bank at which the Public Account is kept: provided that a candidate in whose favour partial success has been recorded under Regulation 9 or Regulation 18 shall not be required to pay a fee for examination in a subject or subjects for the mere completion of the work of a former examination; and that the holder of a provisional certificate shall not be required to pay a fee for examination in the subject or subjects on account of which the certificate was made provisional.

18. A candidate whose work at any examination is good on the whole, but in one or two subjects is below the required standard, may be registered as having achieved partial success at the examination, and, on giving notice as required by Regulation 17, may at the next examination sit without payment or fee, to be examined only in such one or two subjects; and such candidate, if successful in such subject or subjects, shall be deemed to have passed the examination.

19. The class for which a certificate is granted being determined by examination, the division within the class shall depend—first, on the number of years during which the teacher has been actually engaged in school-teaching, one mark being assigned for two years' service, two marks for five years, three marks for eight years, four marks for eleven years, and five marks for fourteen years and upwards; and, second, on the judgment of an Inspector, such judgment being expressed by marks numbering 2, 4, 6, 8, or 10, according to the Inspector's estimate of less or greater efficiency; and, the marks of both series being added, 14 marks shall qualify for the first division, 11 marks for the second, 8 marks for the third, 5 marks for the fourth, and 3 marks for the fifth. In assigning marks for efficiency, the Inspector will use the number "2" as a substitute

for the lowest, and the number "10" as a substitute for the highest term in a series of terms beginning with "tolerable," and ending with "excellent"; and an Inspector may put "0" in place of a number to indicate that he considers the candidate to be incompetent. Marks for efficiency can be given only by the Inspector in whose district the teacher is at work, except that the Inspector-General of Schools may assign marks for efficiency, not exceeding four, to teachers whose practical skill is sufficiently attested by certificates granted by authorities acting outside the Colony of New Zealand, and may also assign marks to teachers in schools subject to his inspection, and not under the control of any Education Board. On the thirtieth day of June in each year, teachers who by length of service, or upon a more favourable judgment expressed by the Inspector before the thirty-first day of May, shall have become entitled to promotion to a higher division, shall receive such promotion.

20. A candidate who does not fall far short of the requirements for a certificate may, if of the age of twenty-one years, and qualified by such experience as is required by Regulation 5 in the case of a candidate for a certificate, receive from the Minister of Education a licence to teach, which licence shall be in force for two years only from the date at which it is issued, but may, at the discretion of the Minister, be renewed from time to time, and while it is in force shall have the force of a certificate.

21. Provisional certificates granted under any regulation hereby repealed shall continue in force under these regulations.

22. The Minister of Education may, on application being made to him by any Education Board, grant to any person who shall have served as pupil-teacher under such Board for a term of three years or more, and who shall have passed the final examination of the pupil-teachers' course as prescribed by such Board, a district licence tenable for twoyears from the date at which the aforesaid final examination was passed, and during such two years such district licence shall, within the education district of the Board by which such application shall have been made, have the force of a certificate granted under "The Education Act," 1877.

23. At any examination of candidates for teachers' certificaes, pupil-teachers in the service of any Education Board may present themselves for examination in drawing. Of four divisions of the subject—viz. (1) freehand, (2) geometrical, (3) perspective, and (4) model-drawing—they may take up any one or more at one examination or at successive examinations, and in any order; and their success in one or more of the four divisions will render them so far exempt from examination in drawing when they become candidates for certificates.

24. At every annual examination, three prizes, of £5, £3, and £1 respectively, will be awarded in order of merit to the three candidates who are most highly commended by the Examiner in drawing. The prizes will be awarded without regard to the classes for which the winners are candidates.

25. At every examination in elementary experimental science for Class D, three prizes, of £5, £3, and £1 respectively, will be awarded in order of merit to the three most proficient candidates; and teachers who hold certificates of Class E, or who have passed the examination for that class, may compete for these prizes on condition of giving notice before the thirty-first day of October, and without paying a fee.

26. With the report of every examination for Classes D and E lists will be published, containing the names of candidates who pass in any subject well enough to deserve special mention.

27. In the month of June in each year a list of teachers holding certificates and licences shall be issued by the Minister of Education, and such list shall set forth in every case of promotion to a higher class or division the reason of such promotion; and after the publication of such list every teacher who has been so promoted shall be entitled, upon making due application to the Minister, to have a record of his promotion indorsed upon his certificate.

28. The Minister of Education shall have power to cancel any certificate or licence to teach if the holder of such certificate or licence shall at any time be proved guilty of immoral conduct, or gross misbehaviour, within the meaning of "The Education Act, 1877," or of any subsequent Act.

APPENDIX C.

REGULATIONS IN REGARD TO PUPIL TEACHERS.

(Under the Education Act, 1877.)

[5th July, 1887 ; 16th September, 1890.]

1. Subject to the provisions of these regulations, the Board of each education district shall make its own regulations for the employment, maintenance, education, and examination of pupil-teachers, and shall submit such regulations to the Minister of Education ; and such regulations shall, upon receiving his approval, come into operation, and shall not be altered or amended without his authority.

2. Any agreement already entered into between any Board and any pupil-teacher, and in force at the date hereof, shall not be affected by these regulations, or by such regulations as any Board shall hereafter make in pursuance of these regulations.

3. The regulations to be made by any Board shall include provisions to the effect that a young person of either sex, to be eligible for appointment as a pupil-teacher, must be at least thirteen years of age, of good character, of good constitution, and free from bodily or other defect or infirmity detrimental to usefulness or efficiency as a teacher, and must have passed the examination prescribed for the Fifth Standard.

4. The regulations to be made by any Board shall also deal with the matters following :—

The nature of the agreement with pupil-teachers, whether indenture of apprenticeship or otherwise.

The term of service, and the number of hours to be spent each day in teaching.

The rate of pay.

The number of hours which head-teachers shall devote to the instruction of pupil-teachers, and the remuneration for the same.

The programme of annual examinations.

5. Notwithstanding anything to the contrary contained in these regulations, or in the regulations made by any Education Board, a Board may appoint any matriculated student of any university who is of suitable character, of good health, and free from defect and infirmity detrimental to usefulness or efficiency as a teacher, to be a pupil-teacher with position and emolument equal to those of a third-year pupil-teacher, and under agreement to serve a second year as a fourth-year pupil-teacher, or under such agreement, with further agreement to serve a third year as a fifth-year pupil-teacher, and on similar conditions and terms may appoint anyone who has passed the examination for Class D.

6. The Education Department will supply short examination-papers (each for the work of an hour and a half) on composition, drawing, elementary science, school-method, arithmetic, grammar, geography, history, and the optional subjects, to Boards that adopt the following scheme of examination for pupil-teachers, and that hold the examination between the 15th and 20th of December :—

(*a.*) For pupil-teachers of the first and second years.—In one year : Parsing and analysis of simple sentences, and of easy complex sentences ; and, in geography, the form and motions of the earth, the phenomena of day and night and of the seasons, the real significance of the polar circles, the tropics, and the equator, and the most elementary parts of physical geography ; and in the alternate year—reduction, and vulgar and decimal fractions ; and history, so far as to show ability to give instruction in it to a Third Standard class.

In any year this part of the examination will be the same for candidates of the first year as for those of the second year.

(*b.*) For pupil-teachers of the third and fourth years.—In one year : Parsing and analysis generally, and the derivation of words ; and general topography, not including a knowledge of obscure and unimportant places ; and in the alternate year—arithmetic as a whole ; and the history of England in simple outline.

In any year this part of the examination will be the same for candidates of the third year as for those of the fourth.

(*c.*) For all pupil-teachers every year.—Reading, recitation, spelling, writing, and composition, together with one text-book of school method (four books in four years), one of the four branches of drawing (freehand, geometrical, model, perspective), and one of the four parts into which the elementary science examination for Class E is hereinafter divided.

In any year all the pupil-teachers will be examined together in the same text-book of school method, the same branch of drawing, and the same part of the elementary science examination, and due notice will be given of the special work for the year.

The elementary science will be divided as follows :—Part I. : Fundamental ideas of matter and motion, conditions of matter, gravitation, mechanical powers. Part II. : Sound, light, heat, magnetism. Part III. : Electricity, chemistry. Part IV. : Physiology and health.

Candidates may be excused from drawing at this examination if they attend the drawing examination for Class E every year for one branch of the subject.

(*d.*) In any year any pupil-teacher may take up one of the subjects named as optional for Class D.

(*e.*) Fifth-year pupil-teachers will be expected to present themselves at the examination for teachers' certificates.

APPENDIX D.

REGULATIONS IN REGARD TO NORMAL SCHOOLS.

(Under the Education Act, 1877.) [5th July, 1887.]

1. The Education Board of any district in which any normal school or training-college is situated shall have the entire control and management of such school or college, subject to the provisions hereinafter made.

2. Every normal school or training-college shall be so organised as to afford to persons of both sexes intending to become teachers in public schools the means of acquiring sufficient knowledge of the subjects which they will afterwards be required to teach, and of theories of education and methods of teaching, and also to afford to such persons sufficient opportunity of practising the art of teaching.

3. The terms of admission to any normal school or training-college shall be such as to make no distinction between applicants residing within the bounds of the education district in which such institution is situate and applicants residing in an education district where there is no such institution.

4. In the arrangement of the plan of study in any normal school or training-college regard shall be had to the opportunities of instruction offered to the students in such school or college by means of lectures in any neighbouring institution affiliated to the University of New Zealand.

5. Any Education Board having the control of a normal school or training-college may establish or maintain, in connection with such school or college, a public school to be used as a practising school, and a practising school so established or maintained shall not be subject to the control of the School Committee of the school district in which it is situate ; or, the Board may agree with the Committee of any school district for the use of any public school within such district as a practising school, subject to such conditions as may be agreed upon with regard to the relations which shall in that case subsist between the principal officer of the training-college and the headmaster of the public school.

6. In every normal school the time-table shall be so constructed as to allow each student to spend five hours a week, or so much time in the year as shall be equal to five hours a week for the year, in the actual work of teaching, and it shall be the duty of the principal officer of the normal school to see that each student actually spends in the practice of teaching the amount of time so allowed.

7. Every Education Board having the control of a normal school or training-college shall frame regulations for the organisation and conduct of

the institution, and shall submit such regulations to the Minister of Education; and upon receiving his approval such regulations shall come into force, and shall not be altered or amended without his authority. Such regulations shall relate to the matters following:—

The number, status, salaries, and duties of the officers of the training-college;
The terms of admission to the college;
The time during which each student will be required or allowed to continue at the college;
The subjects of study, and the time allotted to each (approximately):
The arrangements for employing students in the actual work of teaching and the proportion of time spent in such work;
The relations of the training-college and of the its officer or officers to the practising school;
The organisation of the practising school.

APPENDIX E.

EXTRACTS FROM THE NATIVE SCHOOLS CODE, 1897.

I.—The Establishment of New Schools.

(1.) If at least ten Maoris actually residing in any locality petition the Minister of Education for a Native school, and if they, or any of them, offer to give at least three acres of land suitable for a school-site, and promise, further, to make such contribution, in money or in kind, towards the cost of school-buildings as the Minister may require, the Government may establish a school in that locality: Provided that (1) there is no Native school within a convenient distance; (2) that an Inspector of Native schools report favourably on the site offered; (3) that the Natives give the Government a proper title to the site; and (4) that they satisfy the Government that the district will keep up an average attendance of thirty at the school.

(2.) When the preliminaries have been satisfactorily settled the Government will provide a schoolhouse and a teacher's residence suited to the wants of the district. If funds are available the whole of the lands will be properly fenced in, and a plot of ground of suitable size will be enclosed with a substantial fence for a garden. The teacher must keep this plot always in good order, and endeavour to make it the model garden of the village. He must also, at his own expense, keep the whole of the school-site and the fences in good condition; but this is not to be taken to imply that he will be required to replace a fence that is actually worn out.

(3.) Under exceptional circumstances the Government may build a small schoolhouse with attached residence, if it is made clear that an average attendance of twenty can probably be secured.

(4.) In cases in which full compliance with the foregoing conditions is for the time impracticable, the Maoris may be asked to put up a temporary schoolhouse and a residence.

(5.) Masters of small schools established by Maoris may receive grants-in-aid from the Government. In such cases the ordinary rules of this code as to the buildings, the teachers, and the salaries will not be fully observed.

II.—Teachers.

(1.) Suitable persons will be selected to take charge of the schools. A mistress may have charge of a Native school, but, as a rule, the Government will appoint a married man, whose wife can, if required to do so, act as assistant teacher. All teachers enter the service on probation.

(2.) The Native children must be taught to read and write the English language, and to speak it. Their teachers will also instruct them in the rudiments of arithmetic, of geography, and of the laws of health, and generally will endeavour to give them such culture as may fit them to become good citizens.

(3.) It is not intended that the duties of the teacher shall be confined to

the mere school instruction of the Maori children. On the contrary, it is expected that the teachers will, by their diligence, their kindness, and their probity, exercise a beneficial influence on all the Natives living near them. (A circular, dealing more fully with this matter than it can be dealt with in a code of regulations, is sent to all new teachers of Native schools.)

(4.) It is not necessary that teachers should, at the time of their appointment, be acquainted with the Maori tongue; but they may find it desirable to learn enough Maori to enable them to communicate with the adult Natives. In all cases English is to be used by the teacher when he is instructing the senior classes. In the junior classes the Maori language may be used for the purpose of making the children acquainted with the meanings of English words and sentences. The aim of the teacher, however, should be to dispense with the use of Maori in school as soon as possible.

(5.) In all cases teachers will be expected to live in the houses provided for them, unless their residing elsewhere has been sanctioned by the Minister.

III.—Conduct of the School.

(1.) In every Native school there shall be a time-table used. This document is to be hung up in a conspicuous position in the school-room, and its directions are to be always strictly followed. The school clock must be kept going as correctly as possible, and every item of school work must be begun and ended exactly at the time indicated in the time-table. If the teacher finds that he cannot work by the table he must alter it, and continue to do so until the precepts of the document and the actual work done are in thorough accord. A record shall be kept in the log-book of every temporary deviation from the course of work prescribed by the time-table. The entry should, if possible, be made before the deviation takes place.

(2.) Teachers will be required to instruct the children in the subjects mentioned in the standards set forth in Section IV. of this code, and the instruction must be made as thorough as possible. Quality rather than quantity is what is required.

IV.—Native School Standards of Education.

Standard I.

At every school examination the Inspector shall examine according to the following standards, and shall report the names of the pupils that pass and the marks assigned to each pupil:—

Reading.—To read with proper pronunciation and emphasis previously unseen English sentences made up of easy words of one syllable.

Spelling.—To spell easy words of one syllable.

Writing.—To copy on slates easy words written on the blackboard, or to transcribe from the Native-school wall-cards; and to form figures neatly.

English.—To know the English of easy Maori words, such as *haere*, *kino*, *ono*, *whare*, *rangi*; also to know the English names of familiar objects, such as the school furniture, parts of the body, articles of dress; and to be able to name these when taken singly, or in twos and threes (*e.g.*, "one eye," "two eyes"; "one man," "two men"; "one child," "two children," "three children"); and to translate from Maori accordingly.

Arithmetic.—To be able to add any two numbers, one of which at the least is not greater than nine, while the sum of the two is not higher than 100, to count up to 100, and to read from the blackboard numbers up to 999; also to work sums in addition consisting of not more than three rows of three figures each.

Sewing.—Girls to thread needles and to hem neatly.

Standard II.

Reading.—To read fluently sentences made up of words of one syllable, and easy words of two syllables; also to be able to give the Maori for words and phrases occurring in the lessons read, or to be able to show in some other way that the meaning of the lessons is thoroughly understood.

Spelling.—To spell the words in the reading lesson.

Writing.—To transcribe neatly from an easy Reader (on slates), and to write neatly in an elementary copy-book.

English.—To translate such Maori words as *ahau, koe, maku, naku, apopo, ki waho, i mua, tena, ena,* into English ; to know the Maori for very easy English sentences, such as "He laughs" ; "I see you" ; and to understand the difference between such words as "horse," "mare" ; "good," "better," "best." Also to know the names of things represented in the wall-pictures, and of the parts of these things : in the case of a picture of a fish, for instance, the children should know the names of the head, the tail, the fins, and the gills.

Arithmetic.—To know the subtraction-tables, and the multiplication-table up to twelve times ; to do numeration and notation up to 1,000,000, and to work sums in addition, easy sums in multiplication, and very easy set sums in subtraction and short division ; also to work very easy problems in the first four rules mentally.

Geography.—To know the definitions, and to point out the cardinal and the four intermediate points, both on the map and on the horizon ; also to know the positions of the oceans, the continents, and New Zealand, and to recognise their outlines roughly sketched on the blackboard.

Sewing.—Girls to run, seam, and fell, and to fix a hem.

Standard III.

Reading.—To read fluently the "Native School Reader," and understand it, and immediately after the reading of a lesson, or of any part of it, to give in English the meaning of the words and the sentences contained in it; also to read at sight a passage from a book not more difficult than the Second Reader of Longmans' Series.

Spelling.—To write correctly from dictation sentences taken from the "Native School Primer" or Part I. of the "Native School Reader."

Writing.—To write small-hand neatly in a copy-book.

English.—To be able to describe familiar objects or actions. (For example, if the examiner holds up a little piece of pencil, and asks what it is, the pupil should be able to say, "That is a short pencil." If the examiner raises his hand, and asks what he has done, the pupil should reply, "You raised your hand, sir.") To understand clearly the difference between such expressions as "this boy," "that boy," "these boys," "those boys," "some boys," "all boys," "no boys," "many boys," "few boys"; "up," "down," "in," "out," "over," "under," &c.; and to translate into good English very easy Maori sentences, such as *Ma wai tenei pukapuka? Ehara tenei i te tamaiti pai.* Also to correct gross errors in short sentences, such as those in, "Me see you," "He good boy," "We go there yesterday." European children will be expected to reproduce a short story or fable instead of doing the work specified above.

Arithmetic.—Subtraction, long multiplication, short division, long division, compound addition, and compound subtraction ; and very easy problems, each involving the use of not more than two of these rules ; and, in mental arithmetic, the first four rules and the money tables.

Geography.—To know the map of New Zealand, and to answer very easy questions on the physical and political geography of the colony. The pupil should be able to answer such questions as these : "Which is the largest of the towns on the Bay of Plenty?" "Why do many of the New Zealand Steamers go to Russell, although it is but a very small town?" "Why is the climate of Hokianga warmer than that of Stewart Island?" "Why are the rivers on the east coast of the South Island longer than those on the west coast?"

Sewing.—Girls to stitch, to do herring-boning, to sew on strings, and to be learning to fix all work up to this stage.

Standard IV.

Reading.—To read fluently "Health for the Maori" with proper pronunciation and expression, to comprehend thoroughly the meaning of what is

read, and to have a good general knowledge of the contents of the book, also to read at sight from some other school-book, such as "Longmans' Third Reader," Series I., II., or III., and to answer questions on the passages read.

Spelling.—To write from dictation a short paragraph from the "Native School Reader," and to write from dictation moderately difficult words in very common use, such as pursue, until, necessary, possession, separate, accommodate.

Writing.—To write a good plain round-hand in copy-books and in exercise-books.

English.—To speak and to understand English fairly well; to translate, offhand, easy Maori sentences into good English; and to understand clearly the difference between such expressions as "I see," "I saw," "I shall see," "I had seen," "I may see," &c. To reproduce in satisfactory English the substance of a short fable or story, or to write a letter on some familiar subject in short but correct sentences. Also, to correct mistakes in spoken or written English. The children of European parents will be expected to do more difficult work of the same general character, but not involving any knowledge of Maori.

Arithmetic.—To know the compound rules and reduction, and to work problems involving the use of these and the more elementary rules. Boys will also be expected to work easy questions in weights and measures, simple rule-of-three, practice, and simple interest.

Geography.—To know the map of the world, and to answer easy questions on political and physical geography. The pupil should be able to answer such questions as these: "Why does the Danube fall into the Black Sea, and not into the North Sea as the Rhine does?" "Why must white people living in India have all hard work done for them by the natives?" "If a ship came to Auckland from the Mauritius, what would her cargo probably be?" "If this vessel sailed from Auckland for England, what would she probably take with her?" "How does the Government of England differ from that of Russia?" "When the wind is blowing strongly from the south-west it is generally cold: why is this?" "What takes place when a cool current of air meets a much warmer one?" "What is the cause of sunset?" "Where is it midnight when it is noon at Greenwich."

Sewing.—To fix all work required for Standard III., to make bands and gathers, to do button holing, to work eyelet-holes, to make loops, to sew on buttons, to darn stockings, and to make some progress in learning to knit stockings.

Standard V.

The pass-subjects for Standard V. of the public schools, together with the grammar for public-school Standard IV., and the needlework for public-school Standard V.

Standard VI.

The pass-subjects for Standard VI. of the public schools, together with the grammar for public-school Standard V., and the needlework for Standard VI.

N.B.—Children may be questioned on any part of the work of a standard below that for which they are being prepared.

Extra Subjects.

All the classes will be examined in singing, drill, and elementary drawing. "Singing" includes some knowledge of musical notation, and credit will be given to teachers that teach calisthenic or gymnastic exercises along with the drill. With respect to drawing, the instruction should, as far as possible, follow the order in which the different parts of the subject are arranged in section 19 of the "Regulations for Inspection of Schools and Standards of Examination."

V.—Scholarships.

(1.) To the most proficient of the Maori children who have regularly passed all the Native-school standards scholarships may be given, to enable them to prosecute their studies after leaving the village schools. In suitable cases boys entitled to such scholarships may, if satisfactory arrangements can be made, be apprenticed to learn European farming, or some mechanical trade, instead of being sent to a higher school.

(2.) In no case will children that have not passed Standard IV. be received as Government boarding-school scholars unless they belong to Native settlements too small to support a Native school.

(3.) Pupils that have been sent to boarding-schools by the Government will be required to pass an examination in the following subjects :—

For Boys.

(*a.*) *Old Work.*—All the work prescribed for the Native-school Standards, I., II., III., and IV.

(*b*) *Arithmetic.*—Vulgar and decimal fractions; square root; the commercial rules, compound interest and partnership; mensuration of the triangle, the parallelogram, and the trapezium; and all kinds of very easy problems.

(*c.*) *History and Science.*—Miss Bourke's "New Zealand History," "Health for the Maori," and any one chapter of Bickerton's "Lessons in Elementary Science."

(*d.*) *English.*—Translation into English from a Maori book or news paper.

(*e.*) *Music. &c.* — Rudiments of singing, drawing (including the rudiments of practical geometry), and drill (including gymnastic exercises).

(*f.*)—The use of the axe, adze, saw, plane, square, chisel, and hammer; or the rudiments of blacksmith's work.

For Girls.

(*a.*) *Old Work.*—All the subjects of the Native-school Standards I., II., III IV.

(*b.*) *Arithmetic.*—Weights and measures, rule-of-three, and interest, as in Standard IV. for boys, and, at the final examination, easy sums in vulgar and decimal fractions, and very easy problems involving them.

(*c.*) *History and Science.*—Miss Bourke's "New Zealand History," and "Health for the Maori."

(*d.*) *English.*—Translation into English from a Maori book or newspaper.

(*e.*) *Music, &c.*—Rudiments of singing, drawing, and drill (including gym nastic or calisthenic exercises).

(*f.*) *Household Duties.*—Cooking, laundry-work, housemaids' work, mending clothes, cutting out and making ordinary articles of dress. The pupils will be examined on the following special matters: Boiling (meat, potatoes, cabbage); frying (chops or steak, fish, eggs); stewing (beef or mutton); roasting (a joint); salting (dry-salting); making bread, also scones and cake; making rice, sago, or tapioca pudding and plum-pudding; use of acid and soda in cooking; making tea and coffee; soda and soap for washing; starch; treatment of persons suffering from typhoid, or from any sudden attack of illness in places where no other help is to be obtained.

(4.) Two examinations in these subjects must be passed, one at the end of a pupil's first year, and one at the end of the second.

A Government pupil who satisfies the examiner at both of these examinations may receive a certificate to the effect that his or her Native-school education has been satisfactorily completed.

VI.—Material for Sewing.

(1) The Department may authorise any sewing-mistress to obtain a

stock of material, such as calico, prints, wincey, and dungaree, and of implements, such as needles, thimbles, scissors, &c. This material is to be made up into useful articles of dress by the girls at their sewing lessons. The articles so made are to be sold to the Maoris, for cash, at the cost price of the material. Implements will be supplied at the cost of the Department. The sewing-mistress of each school will be required to keep a debtor and creditor account of material received and articles sold. Once a year, on occasion of a visit of the Inspector, this account must be closed, and the value of the balance of material on hand must be carried forward to the next year's account. Implements are not to be entered in the sewing account.

VII.—Illustrated Papers Supplied.

(1.) The Department will be prepared to supply to any Native school the *Illustrated London News* or the *Graphic*. The papers must be cut and stitched as soon as they arrive at the school. They are to be kept at the school for one month for the use of the children. They are then to be handed over to the Chairman of the Committee, in order that the Maoris in the district may have an opportunity of seeing them. The Chairman will return them before receiving a fresh supply. When these papers have been in use for a full year they may be finally given to such Maoris as may desire to have them, or, if there is no demand for them, the teacher may dispose of them according to his discretion.

If the Inspector reports that the papers are of little use to the Natives of any settlement, the supply to that settlement will be discontinued.

VIII.—Classification of Teachers.

(1.) The teachers of Native Schools shall be arranged in five classes—namely, uncertificated teachers, and fourth-class, third-class, second-class, and first-class teachers; and the classes shall be numbered V., IV., III., II., and I. respectively.

(2.) Teachers wishing to be examined may at any time give notice to the Department to that effect. Arrangements will be made for holding the examination within six months after the date of such notice. A classified teacher who fails at an examination, or an unclassified teacher who fails at two successive examinations, will not be allowed to sit for examination again until two full years have passed.

(3.) The subjects of examination, with the marks assigned to each subject, are the following:—

	Marks.
Reading.—To read a passage from an English author with proper emphasis and expression, and to give the meanings of the words and sentences therein contained	200
Writing, Spelling, and Composition.—To write a neat, legible hand, to spell correctly from dictation, and to write a short essay or a letter on a familiar subject	200
Arithmetic.—The simple and the compound rules, and reduction; fractions, vulgar and decimal; practice, percentages, interest, and proportion; also, easy problems founded on these rules.	200
Geography.—To know the map of the world and the map of New Zealand, to have a fair general knowledge of political, mathematical, and physical geography, and to be able to draw from memory a sketch-map of New Zealand ...	200
Maori.—To know Williams's "First Lessons in Maori"; to translate a passage from the Maori Bible; and to translate easy English sentences or a short English letter into Maori	400
New Zealand History, etc.—The history of the discovery of New Zealand; Maori traditions; indigenous productions	

	Marks.
and their uses; Maori customs; physical peculiarities of New Zealand; the history of the New Zealand wars ...	400
The following works will be used as text-books in this subject: Sir G. Grey's "Polynesian Mythology," Judge Maning's "Old New Zealand" and "Heke's War in the North," Moss's "School History of New Zealand," "The New Zealand Reader," "Transactions of the New Zealand Institute," Vol. I. pp. 213—231, 339—424, and the Registrar-General's "Handbook of New Zealand."	
The Art of Teaching.—Questions will be set on the subject generally, and on the practical management of Maori schools	400
Total	2,000

(4.) In order to pass in any class candidates will have to satisfy the examiner in reading, writing, spelling, composition, and arithmetic. Teachers who have satisfied these requirements as far as reading, writing, composition, spelling, arithmetic are concerned, by passing some examination recognised by the Department, will receive credit for having so passed, and may be placed in Class IV. or III.; but, in order to be placed in the second class, teachers must satisfy the examiner in New Zealand history and in the art of teaching. Candidates for the first class must also show a fair knowledge of Maori.

(5.) Candidates who gain 400 marks will rank as fourth-class teachers. For the third, second, and first classes respectively the marks required will be 600, 800, and 1,000.

(6.) Teachers will be further classified with reference to the length of time they have been engaged in teaching in Native schools and to the Inspector's reports on their work. A master that has served less than two years will be a "probationer"; one that has served more than two and less than five years, and has had at least one favourable annual report will be a "junior"; and a master that has served more than five years will be a "senior," provided that his school has received favourable reports during the whole of that time.

(Thus, a junior third-class Native-school teacher would be a master that had obtained 600 marks at an examination, and had been a master of a Native school for more than two years and less than five, and received one good annual report.) The public-school service of a teacher who holds a full certificate from the Education Department will be reckoned as service in a Native school, provided that a Board Inspector has reported that the teacher's work has been satisfactory for two or five years, as the case may be.

IX.—Salaries of Teachers.

(1.) The head teacher of a Native school will, ordinarily, have a free house provided for him, and his salary will be made up as follows:—

(*a.*) He will receive monthly a fixed salary at the rate of £60 per annum.

(*b.*) An allowance will be paid him monthly in each quarter on the average attendance of the quarter immediately preceding at the rate of £1 10s. per head per annum.

(*c.*) An increment at the rate of 6s. 8d. per annum will be paid monthly for every mark in the total of the marks assigned to the children that have passed at the last examination in the preceding calendar year; and marks will be assigned as follows: One mark for each subject in which the child that passes does fairly good work; a half-mark instead of a whole mark for each subject in which the child barely satisfies the Inspector, and a mark and a-half (instead of one mark) for excellent work in a subject. Two "half-marks" may be taken as contributing towards a pass, but for a child that has more than two half-marks a failure will be recorded. The marks of a child that has been less than three months at the school at which he passes will not be counted.

For the purposes of this section, every separately-numbered subject in the following list will be reckoned as one subject, and every separately-numbered group of subjects as one subject:—

Standards I. and II.

1. English. 2. Reading, and oral spelling. 3. Writing. 4. Arithmetic. 5. Sewing. 6. For Standard II. only, Geography.

Standards III. and IV.

1. English. 2. Reading. 3. Writing and dictation. 4. Arithmetic, and mental arithmetic. 5. Geography. 6. Sewing.

Standards V. and VI.

1. Composition and grammar. 2. Reading and definition. 3. Spelling, dictation, and writing. 4. Arithmetic. 5. Geography. 6. Needlework.

(2.) In every school with an average attendance of more than fifteen an assistant teacher (ordinarily the teacher's wife) will receive payment as follows:—

The payment for a quarter's work will be made in one sum after the quarter's attendance has been ascertained, and will depend on the average attendance, but so that the number paid for will be ten less than the average attendance.

The payment will be made at the rate of 6s. 3d. per head per quarter for the average attendance reduced by ten, as befoıe explained.

No payment will be made unless the assistant has attended three times a week for an hour each time to teach sewing.

No payment above £3 2s. 6d. will be made unless the assistant has attended for two hours on each of three afternoons a week, half the time being devoted to sewing, and the other half to ordinary school work.

No payment above £4 13s. 9d. will be made unless the assistant has attended every afternoon for two hours.

No payment above £7 16s. 3d. will be made unless the assistant has attended during the whole school time.

No assistant shall receive more than £12 10s. for a quarter's work, but a second assistant, approved of by the Department, may be employed, and in that case the payment appropriate to the attendance shall be divided between the two assistants in such proportion as may be determined by the Department after consultation with the head teacher.

The master's wife may decline to act as an assistant; or she may elect to act only as sewing-mistress, with the title of assistant, leaving the other work to be done by a second assistant; or the Department may direct her so to do.

A master's wife acting only as sewing-mistress will not receive more than £4 13s. 9d. a quarter, and, if she devotes less than six hours a week to the teaching of sewing, she will not receive more than £3 2s. 6d. a quarter.

X.—School Registers and Returns.

* * * * * *

XI.—The Use of the Schoolroom.

(1.) The schoolroom is to be used as a schoolroom only, and the teacher shall not allow it to be put to any other purpose whatsoever, except as hereinafter provided.

(2.) If the people in the district wish religious services to be held in the schoolroom they must make an application to the Minister of Education and obtain his sanction. In cases in which this has been obtained and service has been held in the school the room must always be properly cleaned and set in order for the school work of the following day, at the cost of the persons that have had the use of the school.

(3.) The schoolroom is to be used as a polling-place for the election of a member of the General Assembly, if so required by the Returning Officer,

XII.—Text-books, Material, etc.

* * * * * *

XIII.—Holidays.

(1.) The following shall be observed as close holidays in all Native schools: All Saturdays and Sundays, Good Friday, Easter Monday, the 24th May, the 9th November, the anniversary of the founding of the province in which the school is situated, the day of any agricultural or horticultural show in the neighbourhood, any holiday proclaimed by public authority, five days beginning with the last Monday in June, and the six weeks beginning with the third Monday in December. On all other days of the year the schools shall be open, and the teachers shall be present at their duty; but the pupils need not attend school on the day on which the election of Committee is held when that day is the Friday before the third Monday in December.

XIV.—School-hours.

(1.) The net time devoted to school work shall be four hours daily—viz., from 10 to 12, and from 1 to 3. There are to be no "intervals" either at morning or afternoon school.

(2.) If the schoolmaster is also Postmaster he must make up before school-time any mails that have to be dispatched during school-time; and if his post-office is a telephone-station he must make arrangements by which some member of his household will attend to the telephone in school-time. [This rule has been made with the concurrence of the Post Office authorities.]

XV.—School Committees.

(1.) In every district there shall be a Committee of five persons. This Committee shall be elected annually at a meeting of the parents and guardians of children in the district. It is desirable that the committee-men be all Maoris or half-castes; but, in districts where there is no Maori sufficiently acquainted with European customs to carry on the business satisfactorily, an extra member, a European, may be elected, provided that no European shall act as a member of the Committee until his election has been ratified by the Minister of Education.

(2.) Except as hereinafter provided, the election shall take place in the schoolhouse on Friday in the last week of each school year, and the new Committee shall take office on the 1st of January. Notice in English and in Maori shall be posted on the schoolhouse door by the teacher fourteen days before the day of election. The Inspector of Native Schools shall appoint a Returning officer. Each candidate shall be proposed and seconded, and the voting shall be by ballot. The Returning Officer shall decide who are entitled to vote, and, in the case of two or more candidates receiving an equal number of votes, shall decide the election by his casting-vote. The Minister may, if he see fit, direct that the election of any particular School Committee take place on some day other than that hereinbefore prescribed, and in such case the new Committee shall take office on the first day of the month next following the election. If in any case the election be deferred through the non-attendance of the electors at the time appointed, the Minister may appoint another day for it. In order to interfere with the work of the school as little as possible, deferred elections will be held on Saturday.

Should a member of the Committee die or resign during his year of office the remaining members shall appoint a successor, and report to the Department.

(3.) As soon as the election is over the members of Committee present shall proceed to elect a Chairman from amongst their number. The Returning Officer shall then enter the names of the new Committee in the log-book, and shall forward to the Minister the names of the members. The Committee shall hold office until their successors are appointed.

(4.) The Committee should hold at least four meetings during the year—viz., at the beginning of each of the months of January, April, July, and October; but the Chairman may at any time call a special meeting for the purpose of dealing with any matter that may need immediate attention.

(5.) A concise statement of the business transacted at each meeting of the Committee shall be entered in the log-book, and signed by the Chairman. This statement may be drawn up by a member of the Committee, or by the Schoolmaster, and may be in Maori or in English.

(6.) The principal duty of the Committee is to see that a proper average attendance is maintained at the school.

(7.) On the complaint of the teacher that any pupil is unmanageable, or that it is undesirable that he or she should remain at the school any longer, the parents may be requested by the Committee to remove such pupil from the school. Should the parents refuse to do this, the Committee may dismiss the pupil, provided that such dismissal be sanctioned by the Department.

(8.) It is the duty of the Committee to see that there is a proper supply of firewood for the use of the school, and to arrange matters so that the schoolroom may be cleaned every night, and scrubbed out at least once a month.

(9.) The Committee may, should occasion arise, forward to the Department any complaint they may have to make with regard to the school. It is no part of the duty of the Committee to interfere with the teacher personally in any way. That officer has the sole charge of the schoolhouse, the residence, and the grounds, and is responsible to the Department alone for the general management of the school.

XVI.—Falling-off in the Attendance.

(1.) If the attendance at a school should from any cause suddenly decrease considerably, or if after vacation the children should not at once assemble, the teacher should immediately report the fact.

XVII.—Native Schools may become Board Schools.

(1.) As soon as the Inspector shall report that all the children in a Native-school district have made sufficient progress in English to enable them to work for the "standards of education" with advantage, the Native school in that district may be transferred to the Board of the Education district in which the school is situated.

XVIII.—European Children at Native Schools.

(1.) Where the parents desire it, there is no objection to the attendance of European children at a native school. In such cases, however, the teacher must bear in mind that the object for which his school has been established is the instruction of Maori children. He must let nothing interfere injuriously with his proper work.

(2.) In a mixed school the records of the attendances of Maoris and Europeans are to be kept separate.

(3.) The teacher's children, if of school age, may attend the school, but must in all cases be subject to the same discipline as the other pupils. The younger children of the teacher's family must not be allowed to enter the schoolroom during the school hours, unless by special authority of the Department.

XIX.—Grazing.

(1.) Unless with the express sanction of the Department, teachers must not have horses and cattle, or other stock of any description, running on Maori land, whether on sufferance or in consideration of payment made to Native owners.

XX.—Inspection.

(1.) The Inspector will visit every Native school once in the course of each year to examine the school and report upon it. About four weeks' notice of an approaching visit of this kind will be given. Organising visits, or visits for inspection only, may be paid at any time without notice.

XXI.—District Superintendent.

(1.) A District Superintendent may be appointed by the Minister to exercise supervision over a group of schools. The District Superintendent will visit each school at his convenience. At his visits he will take note of the attendance at the school. He shall give the Department information concerning matters connected with the schools when he considers it desirable to do so.

(2.) The Committee and teacher of every school will be informed of the name of the Superintendent of the district in which the school is situated.

(3.) The correspondence between any teacher and the Department shall pass through the hands of the District Superintendent.

(4.) If in any district there be no District Superintendent the teachers will be instructed as to the channel through which the correspondence is to be carried on.

(5.) Local visitors, whose general function it shall be to report to the Department any matter connected with the Native school or schools in their district, may be appointed by the Minister. The special function of local visitors shall be to pay unannounced visits to the schools, to examine the registers, count the children present, and enter the result in the log-book.

XXII.—Teachers may Establish Evening Classes.

(1.) The teacher of a Native school may establish an evening class for adults. If the Inspector report that such class is efficiently conducted, the attendances at the class—being stated in a separate return made by the teacher—will be added to the ordinary school attendances, so as to increase the average on which the salary of the teacher partly depends. Teachers may receive fees from evening-class pupils.

XXIII.—Interpretation.

(1.) Of persons of mixed race, only those living as Maoris will be reckoned as Maoris in the interpretation of this code.

(Signed)

Education Department,
Wellington.

Minister of Education.

APPENDIX F.

"THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT, 1895," AND ITS AMENDMENT IN 1897.

Title.

1. Short Title.
2. Construction of Act.
3. Interpretation.

INCORPORATION.

4. Registration of societies. Application. Particulars to accompany application.
5. Registrar to register society when Act complied with and fee paid.
6. Certificate of incorporation.
7. Power to make rules. What rules to provide for.
8. Evidence of rules.
9. Powers of incorporated society.
10. Effect of resignation of member.
11. Where society deemed situate. Returns. Penalty for neglect.
12. Limitation of number of societies.

COURT OF APPEAL.

13. Court of Appeal.
14. Constitution of Court.

PROCEDURE ON APPEAL.

15. Notice of appeal to be served on Board by appellant.
16. Board to serve statement in reply.
17. Case on appeal.
18. Minister on receipt to appoint Magistrate.
19. Quorum of Court.
20. Court to hear appeal at convenient place. Notice of hearing.
21. Appearance of parties.
22. Powers of Court.
23. Decision of Court to be in writing.
24. Decision to be final.
25. Effect of decision for appellant.
26. Court may award costs. Expenses. Recovery of costs from appellant.
27. Extension of periods.
28. Effect of non-attendance of members of Court.

REGULATIONS.

29. Regulations may be made for purposes of Act.

Schedules.

1895, No. 48.

AN ACT to provide for the Incorporation of Societies of Public-School Teachers, and the establishment of Court to hear and determine Appeals by such teachers against Dismissal or Suspension. Title.

[31*st October*, 1895.]

BE IT ENACTED by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same as follows :—

1. The Short Title of this Act is "The Public-School Teachers Incorporation and Court of Appeal Act, 1895." Short Title.

2. This Act shall be read with "The Education Act, 1877," and shall apply only to teachers in public schools. Construction of Act.

3. In this Act, if not inconsistent with the context,— Interpretation.

"Board" means Education Board :

"Corporation" means a society registered under this Act :

"District" means education district :

"Minister" means the Minister of Education, and includes any member of the Executive Council who for the time being is acting for the Minister :

"Prescribed" means prescribed by regulations under this Act :

"Teacher" means any person of either sex whose employment is that of a teacher in the public schools of the colony, whether actually so employed for the time being or not.

INCORPORATION.

Registration of societies.

4. Any society consisting of any number of teachers, not being less than ten, who reside in any one education district, and are associated for any lawful purpose connected with their profession (not being for purposes of gain), may be registered under this Act on compliance with the following provisions :

Application.

(1.) An application for registration, stating the name of the proposed society, and signed by two or more officers thereof, shall be made to the Inspector-General of Schools (hereinafter called "the Registrar").

Particulars to accompany application.

(2.) Such application shall be accompanied by—

(*a.*) A list of the members and officers of the society ;

(*b.*) A copy of a resolution passed by a majority of the members present at a meeting of the society specially called for that purpose only, and desiring registration under this Act ;

(*c.*) An address (to be called the "registered office") at which the business of the society is conducted.

Registrar to register society when Act complied with and fee paid.

5. On being satisfied that the provisions of section four hereof have been complied with, and on payment of a fee of one pound, the Registrar shall register the society in a book to be kept for the purpose, and thereupon the society shall become a body corporate by the name mentioned in such application, with the addition of the word "Registered," which shall be its corporate style and title.

Certificate of incorporation.

6. The Registrar shall issue to such society a certificate of incorporation in the prescribed form, and such certificate shall be evidence that the society named therein is duly incorporated under this Act.

Power to make rules.

7. The members of a society incorporated under this Act, and their successors, in general meeting assembled, may make rules for the government of the society, and alter and annul any such rules, and, in particular may by such rules provide, *inter alia*, for—

What rules to provide for.

(1.) The qualifications and subscription for membership ;

(2.) The method of election of new members ;

(3.) The number and designation and the powers of the officers ;

(4.) The control, investment, and disposition of the funds and property of the society ;

(5.) The method of enforcing observance of the rules by members of the society ;

(6.) The control and use of the common seal ;

Evidence of rules.

8. *Primâ facie* evidence of the rules shall be afforded by the production of what purports to be a copy thereof, if sealed with what purports to be the seal of the corporation and signed by the President or Chairman thereof.

Powers of incorporated society.

9. Every society when incorporated shall have perpetual succession and a common seal, and, in its corporate style and title, may hold and dispose of real and personal property, and may sue and be sued, and may recover any moneys due to the corporation by any person whether a member hereof or not.

Effect of resignation of member.

10. Any member who resigns, or in any other way ceases to be a member of the corporation, shall, unless the rules of the society otherwise provide, thereupon cease to have any right or interest in its property and concerns, but shall not thereby be freed from any then existing liability to the corporation whether for subscriptions or otherwise.

Where society deemed situate.

11. (1.) Every society registered under this Act shall be deemed to be situate in the education district wherein its registered office is situate.

Returns.

(2.) Every such society shall forward to the Registrar, at prescribed periodical intervals, prescribed returns containing prescribed particulars.

(3.) If any such society fails or neglects to furnish such returns, or to otherwise comply with the provisions of this Act, the Minister may cancel its incorporation. Penalty for neglect.

12. It shall not be lawful for any society to be registered under this Act without the previous consent of the Minister, nor for any society to be registered under a name so similar to that of any registered society, as, in the opinion of the Registrar, to lead to confusion. Limitation of number of societies.

COURT OF APPEAL.

13. There is hereby constituted a Teachers' Court of Appeal (hereinafter called "the Court") for the purpose of hearing and determining appeals by teachers against dismissal or suspension. Court of Appeal.

14. (1.) For the purposes of each appeal, as it arises, the Court shall consist of three persons, as follows:— Constitution of Court.

Such Stipendiary Magistrate in the district wherein the appellant teacher was employed at the time of his dismissal or suspension as the Minister appoints;

One person of either sex, to be nominated in the prescribed manner by a corporation situate in such district: and

One such person to be similarly appointed by the respondent Board which dismissed or suspended such teacher.

(2.) The Stipendiary Magistrate shall be Chairman of the Court, and shall have an original and, in the event of an equality of voting, a casting-vote.

PROCEDURE ON APPEAL.

15. (1.) The appellant shall, within twenty-eight days after the receipt by him of the official notice of dismissal or suspension, serve on the Board a notice of appeal in the form in the First Schedule hereto. Notice of Appeal to be served on Board by appellant.

(2.) Such notice shall briefly but clearly state the grounds of appeal.

(3.) Such notice shall be void unless it contains a memorandum by the aforesaid corporation nominating a member of the Court, with his consent in writing, for the purposes of the appeal, and undertaking to pay whatever costs may be awarded against the appellant.

(4.) Such undertaking shall be given under the common seal of the corporation and the hands of two of its officers, and when so given shall bind the corporation.

(5.) The appellant shall forward to the Minister a copy of the notice of appeal.

16. (1.) The Board shall, within ten days after service of the notice of appeal, serve on the appellant, at the registered office of the aforesaid corporation, a statement in reply, in the form in the Second Schedule hereto, setting forth briefly but clearly the reasons for the dismissal or suspension and the Board's answer to the notice of appeal, and nominating a member of the Court, with his consent in writing, for the purposes of the appeal. Board to serve statement in reply.

(2.) Such statement in reply may be prepared and served by the Chairman or any two members of the Board, without convening a meeting of the Board.

(3.) If the Board fails or neglects to duly nominate a member of the Court, the other two members shall constitute the Court for the purposes of the appeal.

Case on appeal.

17. Such notice of appeal and statement in reply shall form the case on appeal, and the Board shall, within the said period of ten days, forward to the Minister a copy thereof.

Minister on receipt to appoint Magistrate.

18. Upon receipt of such copy, if forwarded, or, if not, then upon the expiration of the period within which it should have been forwarded, the Minister shall appoint the Stipendiary Magistrate as aforesaid, and forward to him such copy (or, as the case may be, the appellant's copy of the notice of appeal), with instructions to convene the Court for the purposes of the appeal.

Quorum of Court.

19. At all sittings of the Court the quorum shall be two, whereof the Chairman shall be one.

Court to hear appeal at convenient place.

20. (1.) The Court shall hear and determine the appeal at such convenient place and time as the Chairman appoints in that behalf, the time being not later than fourteen days after receipt by him of the Minister's instructions as aforesaid.

Notice of hearing.

(2.) At least three days' previous notice of such place and time shall be given to the parties, and also to the members of the Court, by the Chairman.

Appearance of parties.

21. The appellant may himself appear, or may be represented by some person on his behalf; and the Board, as respondent, shall be represented by its Chairman or some other person appointed by the Board, but no solicitors or counsel shall appear or be heard.

Powers of Court.

22. The Court,—

(1.) May waive any technical error or defect in the proceedings;

(2.) May adjourn its sittings from time to time;

(3.) Shall take evidence on oath, to be administered by any member of the Court;

(4.) Shall not be bound by the strict rules of evidence;

(5.) Shall conduct its proceedings in public or (with the consent of both parties) in private;

(6.) Shall hear and determine the appeal according to equity and good conscience.

Decision of Court to be in writing.

23. The decision of the Court shall be in writing, signed by the Chairman, and a copy thereof shall be given to each of the parties, and shall also be forwarded to the Minister.

Decision to be final.

24. The decision of the Court shall be final and binding on both parties.

Effect of decision for appellant.

25. (1.) If by such decision it appears that the appellant has been wrongfully dismissed or suspended, he shall, if the Court so orders, be entitled to be reinstated, or, at the option of the Board, to be appointed to a similar position in another school, and shall also, if the Court so orders, be entitled to receive such reasonable compensation for loss of salary as the Court directs.

(2.) Such compensation shall in no case exceed a continuance of his salary from the date of his suspension or dismissal until the date of his reinstatement or appointment as aforesaid.

Court may award costs.

(26.) (1.) The Court may award costs, fix the amount thereof and direct by and to whom they shall be paid and in what proportions, and they shall be payable accordingly.

(2.) In such costs shall be included witnesses' expenses, and the actual expenses incurred by or on behalf of the Court and its members in holding the sittings of the Court. Expenses.

(3.) All costs awarded against the appellant shall be payable by the corporation nominating the member of the Court as aforesaid, and, when so paid, may be recovered by such corporation from the appellant. Recovery of costs from appellant.

27. The Minister may in special circumstances extend the period within which anything is by this Act required to be done. Extention of periods.

(28.) (1.) If any nominated member of the Court neglects or refuses to attend the sittings of the Court, the appeal shall be heard and determined in his absence. Effect of non-attendance members of Court.

(2.) If neither of the nominated members so attend, the appeal shall be deemed to be abandoned, and the Magistrate shall make order accordingly.

REGULATIONS.

29. The Governor in Council may make regulations,— Regulations may be made for purposes of Act

(1.) For enforcing the attendance of witnesses at the Court, and providing a penalty not exceeding ten pounds in case of non-attendance of any witness;

(2.) For the procedure on appeal, and the conduct of the sittings of the Court.

(3.) For the time and mode of doing anything prescribed by this Act

(4.) For any other purpose that he thinks necessary in order to give full effect to this Act.

All such regulations shall be gazetted.

SCHEDULES.

Schedules.

First Schedule.

To the Chairman of the Education Board of the District
of .

Take notice that I [*Teacher's full name*], of , hereby appeal under the provisions of "The Public School-Teachers Incorporation and Court of Appeal Act, 1895," against the decision of the Board, dated the day of , 189 , dismissing [*or* suspending, *as the case may be*] me from my occupation as teacher at the Public School. The following are the grounds on which I rely: [*Here state grounds of appeal*].

Dated at , this day of , 18 .

A.B, Teacher.

Memorandum [*at foot of Notice of Appeal*].

The [*Name of Corporation*] hereby nominates C.D., of [*address*], as one of the members of the Court for the purposes of this appeal, and also undertakes to pay whatever costs may be awarded against the appellant.

As witness the common seal of the [*Name of corporation*], at this day of , 18 .

(L.S.) E.F., [*Designation of office*].
G.H, [*Designation of office*].

I hereby consent to act as member of the Court for the purposes of this appeal. C.D.

SECOND SCHEDULE.

To A.B.

THE following is the statement in reply, by the Education Board of the District of , as respondent, to your notice of appeal under the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895": [*Here state reasons for dismissal, &c.*].

And take notice that the Board hereby nominates I J., of , as one of the members of the Court for the purposes of this appeal.

Dated at , this day of , 18 .

K.L.,
Chairman [*or* Secretary] of the Board

I HEREBY consent to act as member of the Court for the purposes of this appeal. I.J.

REGULATIONS FRAMED UNDER THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT, 1895.

[26 November, 1895.]

(1.) INCORPORATION OF TEACHERS.

1. Application for registration may be made in the form numbered 1 in the Schedule hereto.

2. The certificate of incorporation may be in the form numbered 2 in the Schedule hereto.

3. The returns referred to in section 11 of the said Act shall be made up to the 31st day of December in each year, and shall set forth as on that date,—

   (1.) The full names of all the members and officers of the society (specifying the office held by each officer).

   (2.) The amount of the funds of the society, and the investments (if any) representing the same.

4. Such returns shall be certified as correct under the hand of the Secretary, President, or Chairman of the society, and shall be forwarded to the Registrar within one month after the date to which they are made up.

(2.) COURT OF APPEAL.

5. A summons to a witness shall be in duplicate, in the form numbered 3 in the Schedule hereto. Both duplicates shall be signed by a member of the Court, who shall retain one, and issue the other for service by the applicant. Service shall be effected by delivering a copy to the witness, and at the same time producing the original for his inspection if so desired.

6. Any number of witnesses may be included in one summons, but the copy served need only contain the name of the witness upon whom it is served.

7. Witnesses' expenses shall be according to the scale for the time being in force in the Magistrate's Court.

8. If any witness fails to attend in terms of his summons he is liable to a penalty not exceeding £10, recoverable in a summary way by information or complaint under "The Justices of the Peace Act, 1882."

9. The appellant shall open his case, and call evidence in support thereof. When all his evidence has been called, his case shall be closed.

10. The respondent shall then open his case, and call evidence in support thereof. When all his evidence (if any) has been called, his case shall be closed.

11. Neither party shall address the Court after his evidence has been called or his case closed.

12. Subject to the said Act and these regulations, the Court may regulate its own procedure.

SCHEDULE.

Form 1 (Reg. 1).

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

APPLICATION FOR REGISTRATION.

PURSUANT to the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," we hereby make application for the registration under that Act of a society named the [*Name of the Society*].

We enclose herewith—

(*a*.) A list of the members and officers of the society.

(*b*.) A copy of a resolution passed by a majority of the members present at a general meeting of the society specially called for that purpose only, and desiring registration under that Act.

The address at which the business of the society is conducted is .

Dated at , this day of , 189 .

A.B.,
[*Name of office*] of the said society.
C.D.,
[*Name of office*] of the said society.

To the Registrar.

Form 2 (Reg. 2).

No. . NEW ZEALAND.

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

CERTIFICATE OF REGISTRATION AND INCORPORATION.

This is to certify that on the day of , 189 , the was duly registered and incorporated pursuant to the provisions of "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," under the corporate style and title of "The (Registered).

Dated at , this day of , 189 .

, Registrar.

Form 3 (Reg. 5).

Under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895."

Between A.B., Appellant, and the Education Board of the District of . Respondent, .

To A.B., of [*Dunedin, Merchant*], and C.D., of [*Dunedin, Accountant*]. You and each of you are hereby summoned to appear before the Court of Appeal at , on , the day of 189 , at o'clock in the noon, and thereafter from day to day until discharged from attendance, to give evidence concerning the above-mentioned appeal on behalf of the appellant [*or* respondent]; and you are also required to have and produce all books, papers, deeds, and writings in your possession, custody, or control in any way relating to the matters in dispute, and in particular (but not exclusively) the following : [*stating them*].

If you fail or neglect to comply with this summons you are liable to a penalty not exceeding £10.

Dated at , this day of , 189 , and issued in the name and on behalf of the Court by C.D.,
Member thereof.

[26th October, 1896.]

Once in every year each society registered under "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," shall forward to the Registrar, within three months from the date of the annual meeting of such society, a copy of its annual report, together with a statement of accounts, a copy of by-laws, and a statement of the cases of appeal in which it intervened during the year to which the annual report relates,

ACT TO AMEND THE PUBLIC-SCHOOL TEACHERS INCORPORATION AND COURT OF APPEAL ACT (1895), 1897.

In 1897 an Act to amend "The Public-School Teachers Incorporation and Court of Appeal Act, 1895," was passed. It provides that a teacher shall be deemed to be dismissed in any case where his engagement is determined by notice from the Board; provided that such dismissal shall not be deemed to be wrongful if the Board satisfies the Court of Appeal under that Act that the determination of the engagement was reasonable, having regard to any of the following circumstances:—

"(1.) the efficient and economical administration of the Board's affairs;

"(2.) the fitness of the teacher;

"(3.) his conduct;

"(4.) any other special circumstances irrespective of the Board's own legal right to determine the engagement by notice."

The following account of the Bill of 1895, from "The New Zealand Schoolmaster" of November, 1895, is here appended:—

"To make the Bill perfect, a few Committee alterations are required. The definition of teacher is not comprehensive enough. It should be so widened as to make it clearly include not only the regular staffs of the public elementary schools, but all specialists employed by the Boards as itinerating teachers, or as trainers and instructors of teachers in any special department of their work. These should all be protected from wrongful dismissal which might prejudice their chances of employment elsewhere.

The general principles of the Bill will, we feel sure, commend themselves to the common sense of the profession. The teachers in each educational district are as a preliminary proceeding to be incorporated. This will have a good effect in ways other than those contemplated in the measure. Anything tending to make teachers realize their corporate life and professional unity must do good. And as the benefits of the Bill are only extended to members of these district corporations, teachers everywhere will have the strongest possible inducement—their own personal self-interest—to band together. Every appeal must be sanctioned by the associated teachers of the district to which the appellant belongs, and his associated brethren must guarantee such part of the costs of the appeal as the appellant may be adjudged to pay. There is here a direct stimulus to the careful investigation of every case, which will prove a powerful check against frivolous appeals. The Board of Appeal is well constituted. The Board of Education appoints a representative, the local corporation one, and the Stipendiary Magistrate of the district is to preside. Everything that can be done is done to ensure fair play for all parties—proper judicial procedure, and a speedy settlement of the dispute. The Court is to be a Court of equity, and adequate arrangements are made to prevent moral justice being thwarted by any mere quibble or technicality. Neither party to the appeal is to employ counsel."

APPENDIX G.

STATISTICS SELECTED FROM THE TWENTY-THIRD ANNUAL REPORT OF THE MINISTER OF EDUCATION IN NEW ZEALAND, PRESENTED IN AUGUST, 1900.

(i.) PUBLIC ELEMENTARY SCHOOLS.

TABLE A.—SCHOOL ATTENDANCE AND YEARLY INCREASE FROM 1877 TO 1899.

Year.	School Attendance.					Yearly Increase on			
	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Attendance.		Average Attendance expressed as Percentage of Roll-Number.	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Attendance.	
			Fourth Quarter.	Whole Year.				Fourth Quarter.	Whole Year.
1877	...	55,688	...	...	...	...	...	...	...
1878	50,849	65,040	49,435	45,521	...	...	9,352	...	...
1879	59,707	75,566	57,301	53,067	73·8	8,858	10,526	7,866	7,546
1880	68,124	82,401	62,946	60,625	74·6	8,417	6,835	5,645	7,558
1881	74,359	83,560	63,009	61,822	74·2	6,235	1,159	63	1,197
1882	76,309	87,179	66,426	63,709	73·6	1,950	3,619	3,417	1,887
1883	79,416	92,476	70,077	67,373	74·0	3,107	5,297	3,651	3,664
1884	84,883	97,238	74,650	72,657	75·1	5,467	4,762	4,573	5,284
1885	90,670	102,407	80,183	78,327	76·6	5,787	5,169	5,533	5,670
1886	95,377	106,328	83,361	80,737	76·1	4,707	3,921	3,178	2,410
1887	99,206	110,919	87,386	85,637	77·0	3,829	4,591	4,025	4,900
1888	103,534	112,685	90,849	90,108	79·3	4,328	1,766	3,463	4,471
1889	104,919	115,456	94,308	93,374	80·3	1,385	2,771	3,459	3,266
1890	108,158	117,912	96,670	94,632	79·9	3,239	2,456	2,362	1,258
1891	110,665	119,523	96,264	97,058	80·3	2,507	1,611	[-406]	2,426
1892	112,279	122,620	100,917	99,070	80·6	1,614	3,097	4,653	2,012
1893	114,305	124,686	99,872	98,615	78·5	2,026	2,066	[-1,045]	[-455]
1894	116,819	127,300	106,151	103,490	80·6	2,514	2,614	6,279	4,875
1895	119,900	129,856	107,222	106,622	81·4	3,081	2,556	1,071	3,132
1896	122,425	131,037	109,253	108,976	82·1	2,525	1,181	2,031	2,354
1897	123,533	132,197	110,523	110,993	82·9	1,108	1,160	1,270	2,017
1898	123,892	131,621	107,904	110,256	82·4	359	[-576]	[-2,619]	[-737]
1899	123,207	131,315	107,066	108,405	81·2	[-685]	[-306]	[-838]	[-1,851]

The Minister of Education, in his report dated August 30th, 1900, remarks on the figures for 1899 as follows :—"Expressing the strict average attendance for the year as a percentage of the average weekly roll-numbers, we get 81·2 per cent. as representing the regularity of attendance during the year. This is lower than the corresponding figures for any year since 1894. . . . It is not easy to assign with any degree of certainty the true causes of the great falling-off in attendance as compared with the slight decrease in the roll-numbers. Whatever may have been the cause, the increase in the amount of irregular attendance seems to call for attention on the part of all concerned : there is little doubt that to a certain extent it is preventable."

"The average number of weekly roll-numbers throughout the year 1899

was only 242 less than for the year 1898, the figures being 133,540 for 1899, as against 133,782 for 1898. The returns furnished to the Registrar-General appear to show that the number on the rolls of private schools, including Roman Catholic schools, increased during 1899 by 513 pupils; the number in public secondary schools increased by 17. Taking public, primary, and secondary schools, and private schools of all kinds, we have therefore a net increase of 288 on the rolls. Now allowing for deaths of children under five, the number of births in the Colony during 1893 and 1894 would make us expect an increased roll-number in 1899 of about 300 children. The agreement between these figures is so close as to lead us to the conclusion that there is little or no increase in the number of children whose names do not appear on any school-roll. The leakage in the yearly average attendance is due, in short, not to the rolls, but to the irregular attendance."

TABLE B.—School Attendance for 1899.

Education Districts.	Roll-numbers.				Average Daily Attendance.				Average for the Year as Percentage of the Mean of Average Weekly Roll of Four Quarters—133,540 for 1899; 133,782 for 1898.	
	Pupils at Beginning of Year.	Admitted during the Year.	Left during the Year.	Pupils belonging at End of Year.	Fourth Quarter. Boys	Fourth Quarter. Girls.	Fourth Quarter. Total.	Whole Year.	1899.	1898.
Auckland … …	25,644	12,002	9,633	28,013	11,929	10,605	22,534	22,612	79·3	80·7
Taranaki … …	3,787	1,492	1,240	4,039	1,666	1,425	3,091	3,212	78·2	80·9
Wanganui … …	9,561	4,239	3,479	10,321	4,228	3,916	8,144	8,415	79·6	80·8
Wellington … …	13,256	6,882	5,370	14,768	6,160	5,579	11,739	11,979	80·4	80·8
Hawke's Bay …	7,426	3,191	2,757	7,860	3,347	2,894	6,241	6,499	81·7	84·4
Marlborough …	2,061	648	609	2,100	894	847	1,741	1,751	81·2	81·0
Nelson … … …	5,118	2,308	1,591	5,835	2,448	2,210	4,658	4,793	81·1	80·2
Grey … … …	1,519	400	314	1,605	680	731	1,411	1,430	87·2	85·0
Westland … …	1,296	291	295	1,292	559	570	1,129	1,134	85·7	83·9
North Canterbury	19,683	6,806	6,271	20,218	8,712	8,033	16,745	16,592	80·4	82·9
South Canterbury	4,970	1,379	1,210	5,139	2,300	2,091	4,391	4,338	83·7	86·2
Otago … … …	19,842	6,421	5,655	20,608	9,032	8,333	17,365	17,748	84·3	86·1
Southland … …	9,044	3,056	2,583	9,517	4,158	3,719	7,877	7,902	81·8	80·5
Totals for 1899	123,207	49,115	41,007	131,315	56,113	50,953	107,066	108,405	81·2	82·4
Totals for 1898	123,892	48,633	40,904	131,621	56,340	51,564	107,904	110,256	82·4	…
Difference …	-685	482	103	-306	-227	-611	-838	-1,851	-1·2	…

The average number in attendance at the schools during 1899 was smaller than in 1898 in every Education District except Wellington, Marlborough, and Southland, the decrease being most marked in North Canterbury and Otago. But the average attendance for the fourth quarter of 1899 shows a much smaller falling-off from that of the fourth quarter of 1898 than is shown in a comparison of the other quarters of these two years; this fact may indicate that exceptional causes tending to produce a low attendance in 1898 were still effective in the first three quarters of 1899.

TABLE C.—MAORIS AND HALF-CASTES LIVING AS MAORIS ATTENDING THE ORDINARY PUBLIC SCHOOLS, 1899.

Education Districts.	Pure Maoris.			Half-castes living as Maoris.			Half-castes living among Europeans.			Total.			No. of Schools in which there were Native Children.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	262	191	453	55	36	91	296	243	539	613	470	1,083	159
Taranaki...	44	20	64	11	6	17	9	8	17	64	34	98	18
Wanganui	105	70	175	17	16	33	23	19	42	145	105	250	32
Wellington	80	66	146	6	6	12	21	16	37	107	88	195	26
Hawke's Bay...	244	146	390	46	36	78	60	51	111	346	233	579	37
Marlborough	...	3	3	...	...	...	16	8	24	16	11	27	5
Nelson	3	8	11	...	...	...	3	...	3	6	8	14	7
Grey...	...	...	...	...	...	...	...	...	...	...	...	...	...
Westland	6	7	13	...	...	...	3	2	5	9	9	18	3
North Canterbury... ...	10	7	17	...	...	...	15	12	27	25	19	44	9
South Canterbury... ...	6	5	11	...	...	...	1	1	2	7	6	13	4
Otago	13	10	23	1	1	2	30	32	62	44	43	87	15
Southland	2	1	3	7	12	19	44	47	91	53	60	113	18
Totals for 1899 ...	775	534	1,309	139	113	252	521	439	960	1,435	1,086	2,521	333
Totals for 1898 ...	732	432	1,164	102	97	190	541	451	992	1,375	980	2,355	318
Difference	43	102	145	37	16	53	-20	-12	-32	60	106	166	15

The above table shows that in 1899 the number of Maoris, and of half-castes living as Maoris, who attend the ordinary public schools, again increased. But the number of Maoris living among Europeans in attendance at these schools slightly decreased. These numbers are independent of the increased attendance in the native schools.

TABLE D.—Age and Sex of Pupils, December, 1899.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1899.	1898.	1897.	1896.	1895.
Five and under six years ...	5,323	4,852	10,175	7·8	7·7	7·6	7·4	7·4
Six and under seven years ...	6,881	6,355	13,236	10·1	10·1	10·0	9·9	9·8
Seven and under eight years ...	7,533	7,075	14,608	11·1	11·2	11·2	11·2	11·6
Eight and under nine years ...	7,768	7,076	14,844	11·3	11·4	11·2	11·6	11·5
Nine and under ten years ...	7,830	7,282	15,112	11·5	11·4	11·6	11·6	11·6
Ten and under eleven years ...	7,763	7,224	14,987	11·4	11·7	11·5	11·5	11·6
Eleven and under twelve years..	7,833	7,409	15,242	11·6	11·2	11·1	11·3	11·4
Twelve and under thirteen years	7,273	6,699	13,972	10·6	10·5	10·7	10·6	10·5
Thirteen and under fourteen years	5,602	4,895	10,497	8·0	8·1	8·3	8·1	7·6
Fourteen and under fifteen years	3,095	2,789	5,884	4·5	4·5	4·5	4·5	4·4
Over fifteen years	1,300	1,458	2,758	2·1	2·2	2·3	2·3	2·3
Totals	68,201	63,114	131,315	100·0	100·0	100·0	100·0	100·0

TABLE E.—Classification by Standards, December, 1899.

Standards.	Boys.	Girls.	Totals.	Percentages for Five Years.				
				1899.	1898.	1897.	1896.	1895.
Preparatory classes ...	17,461	15,490	32,951	25·09	24·52	24·58	24·91	24·94
Class for Standard I.	8,306	7,525	15,831	12·06	12·32	12·30	12·68	13·01
" " II.	8,534	7,797	16,331	12·44	12·77	12·85	13·13	13·41
" " III.	9,632	8,752	18,384	14·00	14·15	14·30	14·46	14·80
" " IV.	9,232	8,694	17,926	13·65	13·67	14·10	14·11	13·90
" " V.	7,451	7,075	14,526	11·06	11·17	10·90	10·53	10·35
" " VI.	5,125	4,898	10,023	7·63	7·28	7·26	6·75	6·27
Passed Standard VI.	2,460	2,883	5,343	4·07	4·12	3·71	3·43	3·32
Totals	68,201	63,114	131,315	100·00	100·00	100·00	100·00	100·00

TABLE F.—AVERAGE AGE OF PUPILS AT STANDARD EXAMINATIONS IN 1899.

Education Districts.	Average Ages for Standards.												Mean of Ages.			
	I.		II.		III.		IV.		V.		VI.		1899.		1898.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	8	11	10	2	11	2	12	3	13	2	13	11	11	7	11	8
Taranaki	9	3	10	7	11	9	12	10	13	10	14	8	12	1	12	2
Wanganui	9	1	10	1	11	5	12	7	13	5	14	2	11	9	11	11
Wellington	8	8	9	11	10	9	11	10	12	9	13	10	11	4	11	3
Hawke's Bay	8	11	10	1	11	3	12	4	13	2	14	0	11	11	11	8
Marlborough	8	6	9	11	11	0	12	6	13	5	14	3	11	7	11	7
Nelson	8	5	9	11	10	10	11	10	12	10	13	10	11	3	11	4
Grey	8	9	10	1	11	0	12	5	13	4	14	4	11	8	11	8
Westland...	8	11	10	0	10	11	12	0	12	11	13	11	11	5	11	6
North Canterbury ...	8	7	9	8	10	11	11	11	12	11	13	9	11	3	11	3
South Canterbury ...	8	7	9	5	10	8	11	8	12	9	13	8	11	1	11	2
Otago	8	6	9	6	10	3	12	0	12	5	13	7	11	1	11	3
Southland	8	9	9	9	10	9	12	0	13	0	13	9	11	4	11	4
Mean...	8	9	9	11	11	0	12	2	13	1	14	0	11	6	11	6
Range (difference between highest and lowest)	0	10	1	2	1	6	1	2	1	5	1	1	1	0	1	0
Mean in 1898 ...	8	10	9	11	11	1	12	3	13	1	14	1	11	6	...	
Range in 1898 ...	1	0	1	0	1	2	0	11	1	2	1	2	1	0	...	

TABLE G.—EXAMINATION STATISTICS FOR 1899.

Education Districts.	Rolls on Days of Examination	Preparatory Classes.	Pupils above Sixth Standard.	Present in Standard Classes.	Passed.
Auckland	28,571	9,564	440	17,736	14,496
Taranaki	4,065	1,300	29	2,623	2,057
Wanganui	10,330	3,135	154	6,749	5,533
Wellington	14,973	4,591	516	9.629	8,296
Hawke's Bay	7,683	2,501	51	5,009	4,321
Marlborough	2,099	570	60	1,413	1,189
Nelson	5,907	1,714	206	3,886	2,980
Grey	1,559	480	49	1,008	870
Westland	1,287	349	76	838	761
North Canterbury ...	20,428	5,264	189	13,583	11,466
South Canterbury ...	5,102	1,408	150	3,445	2,988
Otago	20,693	6,279	565	13,422	11,839
Southland	9,424	2,847	193	6,204	5,425
For the Colony ...	132,121	40,002	2,678	85,545	72,221
In 1898	- 132,542	40,599	2,641	86,463	74,260

TABLE H.—NUMBER OF PUPILS INSTRUCTED IN EACH SUBJECT, 1899.

Education Districts.	Numbers belonging at End of Year.	Reading.	Writing.	Arithmetic.	English Grammar and Composition.	Geography.	History.	Elementary Science.	Drawing.	Object-lessons.	Vocal Music.	Needlework. (Girls.)	Domestic Economy.
Auckland	28,013	28,013	28,013	28,013	14,084	17,121	13,266	10,139	27,813	18,341	23,284	11,854	541
Taranaki	4,039	4,039	4,039	4,039	1,798	2,378	1,771	1,068	4,009	2,798	2,967	1,744	5
Wanganui	10,321	10,321	10,321	10,321	5,207	6,647	4,978	3,776	8,935	6,123	3,839	3,222	143
Wellington	14,768	14,768	14,768	14,768	8,139	9,591	7,962	5,927	14,631	9,140	13,967	6,653	1,342
Hawke's Bay	7,860	7,860	7,860	7,860	3,878	4,835	3,754	3,349	7,853	4,968	6,456	2,980	66
Marlborough	2,100	2,100	2,100	2,100	1,102	1,356	1,074	731	1,998	1,243	777	910	180
Nelson	5,835	5,835	5,835	5,835	3,468	3,923	3,196	2,490	5,105	3,749	3,462	2,440	342
Grey	1,605	1,605	1,605	1,521	784	918	588	473	1,355	806	839	590	3
Westland	1,292	1,292	1,292	1,292	730	879	703	520	1,131	714	863	490	45
North Canterbury ...	20,218	20,218	20,218	20,218	10,750	12,994	10,716	6,059	20,057	12,056	18,517	9,322	1,688
South Canterbury ...	5,139	5,139	5,139	5,139	2,706	3,356	2,706	2,030	5,139	3,109	2,623	1,129	47
Otago	20,608	20,608	20,608	20,608	11,021	13,236	10,533	7,819	19,645	11.963	20,151	8,329	676
Southland	9,517	9,517	9,517	9,517	4,765	5,847	4,528	3,369	9,162	6,076	8,636	3,247	218
Totals for 1899	131,315	131,315	131,315	131,231	68,432	83,081	65,775	47,750	126,833	81,092	106,381	52,910	5,296
Totals for 1898	131,621	131,621	131,621	131,522	68,363	83,964	66,069	47,208	127,155	82,048	109,091	54,509	7,824
Difference ...	-306	-306	-306	-291	69	-883	-294	542	-322	-956	-2,710	-1,599	-2,528

Public Schools and Teachers.

The number of schools open at the end of 1899 was 1,645, or 21 more than were open in December, 1898. The total average attendance for the fourth quarter of 1899 was 107,066, against 107,904 in the corresponding quarter of 1898. The mean average attendance per school, therefore, fell from 66·4 to 65·1.

TABLE J.—Number of Schools, December, 1899.

In this enumeration every couple of half-time schools is reckoned as one school, except in the column for number of such schools.

Education Districts.	Schools open.	Average Attendance in Fourth Quarter.	Mean Average for One School.	Number of Schools in which the Average Attendance for the Quarter was— Under 15 Pupils.	15 and under 20 Pupils.	20 and under 25 Pupils.	25 and under 50 Pupils.	50 and under 75 Pupils.	75 and under 100 Pupils.	100 and under 150 Pupils.	150 and under 300 Pupils.	300 and under 500 pupils.	500 Pupils and upwards.	Number of Half-time Schools.	Number of Subsidised Schools.	Schools abolished in 1899.
Auckland	353	22,534	63·8	49	51	54	104	35	9	19	15	10	7	50 as 25	13	9
Taranaki	63	3,091	49·1	7	2	9	31	5	5	1	1	2	...	...	..	..
Wanganui... ...	132	8,144	61·7	9	8	17	55	15	6	8	10	4	...	2 as 1	18	3
Wellington ...	146	11,739	80·4	26	18	12	40	14	9	10	6	7	4	...	17	...
Hawke's Bay ..	75	6,241	83·2	11	6	6	24	8	4	6	6	2	2	2 as 1	17	...
Marlborough ...	62	1,741	28·1	40	1	3	8	4	...	5	1	...	...	...	40	3
Nelson	123	4,658	37·9	42	18	13	28	7	7	3	4	1	...	...	41	1
Grey	29	1,411	48·7	9	5	1	7	4	1	...	1	1	...	...	...	..
Westland	33	1,129	34·2	18	5	...	4	2	2	...	2	...	...	...	23	1
North Canterbury	199	16,745	84·1	19	18	23	70	16	14	14	11	10	4	2 as 1	12	2
South Canterbury	67	4,391	65·5	5	6	9	26	10	3	1	3	3	1	...	20	1
Otago	222	17,365	78·2	29	25	21	73	25	15	8	10	10	6	...	2	1
Southland	141	7,877	55·9	11	13	18	61	14	6	9	7	...	2	8 as 4	2	3
Totals for 1899	1,645	107,066	65·1	275	176	186	531	159	81	84	77	50	26	64 as 32	205	24
Totals for 1898	1,624	107,904	66·4	266	163	203	499	168	91	79	78	50	27	63 as 31	176	20
Difference ...	21	-838	...	9	13	-17	32	-9	-10	5	-1	...	-1	1	29	4

The number of schools with an average attendance during the fourth quarter of less than 20 increased by 22—viz., from 429 to 451 ; the number of schools with average attendance 20 to 24 decreased by 17, from 203 to 186 ; hence the total number of schools with average attendance under 25 was 5 more than in December, 1898—637 as against 632. The number of schools with an average attendance of 25 to 49 pupils increased by 32, the figures being in December, 1899, 531 schools, and in December, 1898, 499 schools.

Taking all schools below 50 in average attendance, there was an increase in the number of schools of 37 during the year—viz., from 1,131 to 1,168 ; there was, on the other hand, a diminution of 16 in the number of schools of 50 and upwards in average attendance—viz., from 493 to 477 ; in other words, the larger schools, or town schools generally speaking, show a falling-off in attendance, while the number of small schools, or country schools, is greater than in the previous year. The number of half-time schools remained about the same as in 1898 ; while the number of subsidised schools, which in December, 1898, showed the large decrease of 39, again increased from 176 to 205. The half-time schools and subsidised schools are given separately in two columns of Table J, but are also included in the other figures of that table.

The number of schools closed during 1898 was 24 ; as the net increase in the number of schools was 21, apparently the number of schools opened or reopened during the year was 45.

TABLE K.—SCHOOL STAFF, DECEMBER, 1899.

Education Districts.	Principal.		Head of School.		Head of Department.		Sole Teachers.		Assistant Teachers.		Pupil Teachers.		Total.			Average Attendance in Fourth Quarter.	Average Number of Pupils to One Teacher.	Sewing-mistresses.
	M.	F.	M	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	All.			
Auckland	...	...	135	9	...	...	107	102	34	163	49	190	325	464	789	22,534	28·6	80
Taranaki	1	...	23	4	...	1	12	23	4	13	10	22	50	63	113	3,091	27·4	23
Wanganui	...	...	57	7	...	...	*42	26	11	29	36	74	*146	136	*282	8,144	28·8	...
Wellington	...	...	56	10	...	...	22	58	31	68	22	153	131	289	420	11,739	28·0	12
Hawke's Bay ...	1	...	32	8	1	...	9	25	13	38	17	77	73	148	221	6,241	28·2	...
Marlborough ...	...	...	8	2	...	...	11	41	1	11	...	15	20	69	89	1,741	19·6	6
Nelson	...	...	32	9	...	...	14	68	9	†23	11	43	66	143	209	4,658	22·3	...
Grey	1	...	7	2	...	1	2	17	2	13	2	11	14	44	58	1,411	24·3	...
Westland	...	...	7	3	...	...	5	18	2	12	1	9	15	42	57	1,129	19·8	...
North Canterbury	23	...	77	5	1	28	44	50	35	129	31	86	211	298	509	16,745	32·9	35
South Canterbury	4	...	25	1	...	4	11	26	12	29	11	18	63	78	141	4,391	31·1	11
Otago	...	...	81	...	...	...	57	84	48	135	27	55	213	274	487	17,365	35·7	31
Southland	17	...	28	1	...	17	54	41	12	18	13	39	124	116	240	7,877	32·8	...
Totals for 1899	47	...	568	61	2	51	*390	579	214	681	230	792	*1,451	2,164	*3,615	107,066	29·6	198
Totals for 1898	50	...	573	69	2	55	384	548	225	698	229	831	1,463	2,201	3,664	107,904	29·4	191
Difference ..	-3	...	-5	-8	...	-4	6	31	-11	-17	1	-39	-12	-37	-49	-838	0·2	7

* Includes one vacancy. † Includes one general kindergarten instructor

TABLE L.—SALARIES OF TEACHERS, DECEMBER, 1899.

Education Districts.	Under £100.			£100 and under £200.	£200 and under £300.	£300 and under £400.	£400 and upwards (Maximum £504).	Number of Teachers.	Total of rates of Salary, December, 1899.		
	Sewing-mistresses.	Pupil-teachers.	Other Teachers.						£	s.	d.
Auckland	80	239	229	266	41	13	1	869	74,489	0	0
Taranaki...	23	32	36	41	4	...	...	136	10,219	12	0
Wanganui	...	110	47	102	21	1	...	281	28,701	16	0
Wellington	12	175	109	78	49	9	...	432	39,709	19	0
Hawke's Bay...	...	94	36	72	15	3	1	221	21,521	10	11
Marlborough	6	15	54	18	2	...	...	95	5,750	2	5
Nelson	...	54	94	54	5	2	...	209	16,036	0	0
Grey...	...	13	29	13	3	...	...	58	4,290	0	0
Westland	...	10	34	11	2	...	...	57	4,196	18	1
North Canterbury ...	35	117	147	207	25	12	1	544	53,559	9	8
South Canterbury ...	11	29	37	68	5	2	...	152	14,268	14	0
Otago	31	82	142	193	54	15	1	518	58,361	1	3
Southland	...	52	29	147	11	1	...	240	26,729	16	0
Totals for 1899 ...	198	1,022	1,023	1,270	237	58	4	3,812	357,833	19	4
		2,243									
Totals for 1898 ...		2,256		1,292	239	64	4	3,855	364,273	6	4
Difference		-13		-22	-2	-6	...	-43	-6,439	7	0

TABLE M.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1899.
(Numbers in brackets represent licensed teachers included in other numbers.)

Education Districts.	Certificated Teachers.	Marks not yet Assigned.	Required Service not yet completed.	Partial Pass.	Failed.	Never examined by Department.	Total.	Pupil-teachers having Certificates, not included in Column headed "Certificated Teachers."
Auckland	522	...	2	13[1]	3[1]	10[2]	550	74
Taranaki	76	...	...	1	1	3	81	...
Wanganui	153	...	1	7	5	5	171	17
Wellington...	211	...	2	9[1]	1	22	245	34
Hawke's Bay	108	1	...	2	4[2]	12[2]	127	9
Marlborough	36	1	...	3	1	33*	74	2
Nelson...	109†	...	1	7[1]	9[1]	29*	155	6
Grey	38	...	...	2[1]	1	4	45	1
Westland	29	...	...	1	2	15	47	...
North Canterbury ...	378	...	...	12[1]	...	2	392	..
South Canterbury ...	109	...	...	3[1]	...	...	112	4
Otago	400	...	4	1	...	...	405	...
Southland	176	...	5	3	1	3	188	3
Total for 1899 ...	2,345	2	15	64[6]	28[4]	138[4]	2,592	150
Total for 1898 ...	2,325	3	28	55[3]	42[6]	145[4]	2,598	175
Total for 1897 ...	2,244	2	20	92[5]	45[6]	146[3]	2,549	111
Total for 1896 ...	2,179	1	17	96[15]	42[5]	134[5]	2,469	106
Total for 1895 ...	2,084	5	24	90[14]	36[4]	127[5]	2,366	...
Total for 1894 ...	1,984	5	24	85	42	120	2,260	..
Total for 1893 ...	1,914	4	22	88	48	125	2,201	..
Total for 1892 ...	1,826	6	19	94	54	131	2,130	..
Total for 1891 ...	1,753	7	17	107	58	132	2,074	...

* In Marlborough and Nelson are many small household schools.
† Includes one general kindergarten instructor.

(ii.) SECONDARY SCHOOLS.

STAFF ATTENDANCE, FEES, AND SALARIES AT SECONDARY SCHOOLS, 1899.

Schools.	Staff.		Attendance for Last Term or Quarter of 1899.						Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Visiting.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).	Average Attendance.		For Ordinary Day-school Course.	For Board exclusive of Day-school Tuition.	Regular Staff.	Visiting Teachers.
										£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland Grammar School	16	2	15	135	166	12	b. 192 g. 136	315	12	10 10 0 8 8 0	40 0 0	3,742 10 0	110 0 0
Whangarei High School...	3	...	...	13	20	...	b. 20 g. 13	31	...	8 8 0	...	280 0 0	...
Thames High School ...	3	...	4	12	32	...	b. 31 g. 17	46	...	8 8 0 7 7 0	...	(a) 700 0 0	...
New Plymouth High School	3	...	3	16	31	...	b. 33 g. 17	44	...	6 6 0	...	(a) 795 0 0	...
Wanganui Collegiate School	10	1	6	75	103	12	196	189	143	12 0 0 9 0 0	45 0 0	(b) 1,850 0 0	300 0 0
Wanganui (Girls') High Schoo	7	6	9	53	61	7	130	126	51	10 10 0 8 8 0	40 0 0	(c) 940 0 0	210 0 0
Wellington College ...	11	...	17	79	176	10	282	259	70	13 4 0 10 12 0	42 0 0	(a) 2,565 0 0	...

Wellington Girls' High School	6	...	6	14	62	6	88	82	...	13 4 0 10 12 0	...	1,125 0 0	...
Napier Boys' High School	4	1	4	13	37	1	55	50	14	9 9 0 8 8 0	40 0 0	(*d*) 835 0 0	30 0 0
Napier Girls' High School	5	5	8	18	34	...	60	54	9	10 4 0 8 17 6	40 0 0	(*e*) 780 0 0	18 18 0 and fees.
Nelson College...	6	4	6	43	56	7	112	105	40	12 12 0 8 8 0	40 0 0	(*f*) 1,325 0 0	138 0 0
Nelson Girls' College ...	5	4	9	24	49	9	91	76	28	12 12 0 8 8 0	40 0 0	(*f*) 705 0 0	241 0 0
Christ's College Grammar School	10	4	44	87	67	8	206	195	65	14 3 6 11 0 6 7 17 6	50 0 0 42 0 0	(*g*) 2,725 0 0	243 15 0
Christchurch Boys' High School	11	5	6	105	109	6	226	217	...	9 9 0 6 6 0	...	3,500 0 0	285 0 0
Christchurch Girls' High School	5	9	7	60	53	4	124	106	...	12 12 0 9 9 0	...	1,030 0 0	380 4 0
Rangiora High School ...	1	...	2	9	1	...	*b.* 8 *g.* 4	11	...	9 9 0 6 6 0	...	(*a*) 150 0 0	...
Akaroa High School ...	1	...	1	4	4	...	*b.* 3 *g.* 6	8	...	10 10 0	...	(*a*) 200 0 0	...
Ashburton High School...	3	...	...	15	27	...	*b.* 28 *g.* 14	39	...	9 9 0 6 6 0	...	570 0 0	...

(*a*) Headmaster has residence. (*b*) Headmaster receives no salary; seven masters board at the school. (*c*) The principal has a house, and five teachers reside at the school. (*d*) Headmaster and first assistant-master have residences; one assistant-master resides at the school. (*e*) The headmistress has house. (*f*) Principal and three others reside at school. (*g*) Headmaster and five others have houses. (*h*) Two masters teach in both schools. (*j*) The principal and two others reside at the school.

STAFF, ATTENDANCE, FEES, AND SALARIES AT SECONDARY SCHOOLS, 1899.—*cont.*

Schools.	Staff.		Attendance for Last Term of Quarter of 1896.						Number of Boarders.	Annual Rates of Fees.		Salaries at Rates paid at End of Year.	
	Regular.	Visiting.	Under 12 Years.	12 to 15.	15 to 18.	Over 18 Years.	Total (Roll).	Average Attendance.		For Ordinary Day-school Course.	For Board exclusive of Day-school Tuition.	Regular Staff.	Visiting Teachers.
										£ s. d.	£ s. d.	£ s. d.	£ s. d.
Timaru Boys' High School	3	1	1	20	19	3	43	41	...	{ 10 0 0 8 0 0 }	...	860 0 0	35 0 0
Timaru Girls' High School	3	2	...	26	33	7	66	60	...	{ 10 0 0 8 0 0 }	...	625 0 0	50 0 0
Waitaki High School—													
Boys'	4	1	4	37	40	2	83	79	29	{ 10 10 0 8 10 0 4 10 0 }	43 10 0	(a) 840 0 0	...
Girls'	3	2	...	15	28	7	50	47	...	{ 8 0 0 6 0 0 4 10 0 }	...	405 0	31 0 0
Otago Boys' High School	(h) 9	1	...	69	103	18	190	175	13	{ 12 0 0 10 0 0 }	43 10 0	(a) 2,57 14 0	20 0 0
Otago Girls' High School	(h) 10	3	1	60	67	8	136	129	16	{ 12 0 0 10 0 0 }	40 0 0	(j) 1,685 6 0	{ 30 0 0 and fees.
Southland High School...	5	...	...	21	42	...	{ b. 36 g. 27 }	60	...	10 0 0	...	{ 1,150 0 0	...
Totals	145	51	153	1023	1420	127	b. 1744 g. 979	2,544	490	...	...	31,962 10 0	2122 17 0

(*a*) Headmaster has residence. (*b*) Headmaster receives no salary; seven masters board at the school. (*c*) The principal has a house, and five teachers reside at the school. (*d*) Headmaster and first assistant-master have residences; one assistant-master resides at the school. (*e*) The headmistress has house. (*f*) Principal and three others reside at school. (*g*) Headmaster and five others have houses. (*h*) Two masters teach in both schools. (*j*) The principal and two others reside at the school.

(iii.)—MANUAL AND TECHNICAL INSTRUCTION, 1899.

School or Instructor.	Subjects of Instruction (grouped), and Average Attendance.													Payments.	
	Freehand (from Flat and Round) and Shading.	Drawing from Nature, Painting, and Modelling.	Mechanical Drawing and Engineering, and Machine Construction.	Geometry and Perspective.	Design and Ornament.	Architecture and Building Construction.	Mathematics.	Natural and Experimental Science (Botany, Chemistry, and Physics).	Woodwork.	Plumbing (Theory and Practice).	Domestic Instruction.	English and Commercial Subjects.	Singing.	Capitation.	Special Grants.
														£ s. d.	£ s. d.
Technical Classes Association, Auckland ...	5	...	...	2	...	9	4	...	10	5	...	...	...	90 19 7	150 0 0
"Elam" School of Art, Auckland	19	10	...	22	...	...	...	...	...	...	...	...	...	59 17 5	...
Payton, Mr. E. W., Auckland	8	...	...	...	...	...	...	...	...	...	...	...	...	5 16 0	...
Robinson, Mr. W. L., Auckland	...	...	45	17	...	...	...	...	...	...	...	...	...	40 0 5	...
Education Board, Auckland—															
Devonport Public School	...	...	...	...	...	...	...	...	12	...	...	...	...	8 10 0	...
Remuera Public School	...	...	...	...	...	...	...	...	7	...	...	...	...	3 18 9	...
Education Board, Wanganui—															
Technical School, Wanganui ...	34	10	15	26	4	7	5	15	28	...	29	16	...	64 11 3	...
Technical Classes, Palmerston North ...	13	...	...	23	...	...	...	...	...	...	...	...	...	16 11 5	...
" " Hawera	10	3	...	11	...	...	...	...	6	...	121*	...	...	44 18 10	...

* Includes attendance at Hawera, Patea, Waverley, Manaia, and Eltham.

(iii.)—MANUAL AND TECHNICAL INSTRUCTION, 1899—(*continued*).

School or Instructor.	Subjects of Instruction (grouped), and Average Attendance.													Payments.	
	Freehand (from Flat and Round) and Shading.	Drawing from Nature, Painting, and Modelling.	Mechanical Drawing and Engineering, and Machine Construction.	Geometry and Perspective.	Design and Ornament.	Architecture and Building Construction.	Mathematics.	Natural and Experimental Science (Botany, Chemistry, and Physics).	Woodwork.	Plumbing (Theory and Practice).	Domestic Instruction.	English and Commercial Subjects.	Singing.	Capitation.	Special Grants.
														£ s. d.	£ s. d.
Education Board, Wellington—															
Technical School, Wellington	616	280	137	232	98	106	113	...	422	143	520	103	263	373 0 7	...
Paraparaumu Public School	...	...	...	...	...	...	...	...	7	...	...	..	...	1 4 9	...
Petone Boys' Institute	...	...	6	...	...	...	...	...	...	...	...	...	...	10 16 3	...
Caverhill, Miss L. L., Petone, Wellington	...	13	...	...	...	...	...	...	..	...	...	..	...	10 14 1	...
Technical School, Masterton...	23	...	...	...	...	...	...	11	...	...	44	...	...	41 7 6	...
Anderson, Mr. R. N., Napier	52	...	...	...	...	...	...	...	...	...	...	...	...	33 6 7	...
Education Board, Napier—															
Napier Public School	...	49	...	51	51	...	...	...	...	...	...	..	...	16 1 4	...
Education Board, Marlborough—															
Blenheim Public School—	...	...	...	...	...	...	...	...	...	...	...	24	...	10 7 4	...
Renwick Public School	...	...	...	...	...	...	...	...	..	...	...	16	...	6 3 5	...

Education Board, Nelson—															
Nelson Cookery Class	...	...	..	...	...	...	...	...	...	...	87	...	...	10 17 6	...
Education Board, Grey—															
Greymouth Public School	...	...	..	...	...	...	...	...	12	...	...	...	...	15 7 9	...
Education Board, Westland—															
Kumara Public School	...	...	...	...	...	...	...	...	9	...	...	...	...	15 12 8	...
Canterbury College—															
School of Art, Christchurch	295	92	...	119	27	18	...	...	13	...	...	...	...	168 11 9	...
School of Engineering and Technical Science, Christchurch	...	...	127	41	...	...	...	...	...	...	...	...	...	75 16 3	...
School of Domestic Instruction, Christch'	...	...	...	...	...	...	...	...	...	...	235	...	...	105 3 9	65 0 0
Education Board, North Canterbury—															
Normal School	...	...	...	...	...	...	...	...	61	...	...	...	...	33 10 0	...
Amberley Public School	...	...	..	...	...	...	...	...	...	...	33	...	...	13 2 10	...
Leeston Public School	...	...	...	...	...	...	...	...	12	...	20	...	...	21 1 10	...
Technical Classes Association, Dunedin ...	...	...	62	...	...	...	27	63	30	21	46	201	...	45 11 4	...
„ „ Balclutha ...	...	...	...	...	...	...	...	...	16	...	...	...	...	3 0 0	...
„ „ Waiwera, S.	...	6	...	...	...	...	...	...	...	...	...	...	...	6 6 5	..
„ „ Invercargill...	19	...	37	...	...	9	...	12	86	...	43	27	...	49 11 6	..
Education Board, Otago—															
School of Art, Dunedin	150	20	16	76	10	10	...	...	...	...	...	...	...	181 8 0	...
Balclutha Public School	...	...	...	...	...	...	...	...	16	...	...	...	...	3 6 0	...
Tokomairiro Public School	...	...	...	...	...	...	...	...	18	...	...	...	...	7 15 9	...
Kidson Hunter, Mr. A. G., Dunedin	...	...	...	...	...	...	...	20	...	...	...	...	...	12 11 4	...
Total	1,244	483	445	620	190	159	149	121	765	169	1,178	387	263	1,607 0 2	215 0 0

APPENDIX H.

STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION DURING THE YEAR ENDING 31ST MARCH, 1900.

	£ s. d.	£ s. d.
HEAD OFFICE.		
Secretary and Inspector-General - -	600 0 0	
Clerks and Clerical Assistance - - -	2,465 7 9	
Travelling Expenses - - - - - -	175 4 3	
Telephone Subscriptions - - - -	37 11 8	
Contingencies - - - - - - -	33 19 5	
		3,312 3 1
PUBLIC SCHOOLS.		
Grants to Education Boards :		
Capitation Allowance - £413,684 1s. 3d. Less Revenue from reserves - - - £40,354 13s. 10d.	373,329 7 5	
Capitation Allowance, at 1*s.* 6*d.* for Scholarships.	8,090 0 5	
Subsidies for Inspection - - -	4,000 0 0	
Training of Teachers - - - -	600 0 0	
Grants for School Buildings - -	61,010 0 0	
Grants for rebuilding Schools destroyed by fire.	3,140 4 6	
Miscellaneous Expenditure :—		
Schools at Chatham Islands - -	403 14 8	
Teachers' and Civil Service Examinations.	811 5 10	
Railway Fares of School Children -	3,308 0 0	
Drill (model rifles) - - - - -	400 13 7	
Preparation of Pupil-teacher Examination Papers.	7 10 0	
Grant to Educational Institute for Travelling Expenses.	70 0 0	
Educational Conference (allowance towards travelling expenses of delegates).	68 10 5	
Contingencies - - - - - -	12 11 7	
	455,251 18 5	
Less Recoveries (Examination Fees)	1,014 0 0	
		454,237 18 5
Carried forward - - -	—	457,550 1 6

APPENDIX H.—Statement of Expenditure and Recoveries, &c.—*cont.*

	£ s. d.	£ s. d.
Brought forward - - - -	—	457,550 1 6
NATIVE SCHOOLS.		
Salary of Inspector - - - - - -	450 0 0	
Salaries and Allowances of Teachers - -	13,390 10 1	
Higher Education and Apprenticeship -	1,745 6 5	
Books, School Requisites, Sewing Material, &c.	553 9 5	
Travelling (including removals of Teachers)	466 11 1	
Buildings - - - - - - - - -	4,157 4 8	
Repairs of Small Works - - - -	637 0 10	
Visits of Public School Inspectors (subsidy to Auckland Education Board).	150 0 0	
Technical Instruction : Material for Workshops, &c.	28 10 0	
General Contingencies - - - -	120 18 11	
	21,699 11 5	
Less Recoveries - - -	73 13 3	
		21,625 18 2
INDUSTRIAL SCHOOLS.		
Auckland. Net Expenditure (*i.e.*, after deduction of Recoveries).	945 4 0	
Burnham " " " -	4,844 18 11	
Caversham " " " -	3,839 13 4	
General Contingencies :		
£ s. d.		
Salary of Visiting Officer - 156 0 0		
Travelling Expenses, &c., of Visiting Officer. 260 0 8		
Sundries - - - - - 42 3 11		
	458 4 7	
Private Schools :—		
St. Mary's, Auckland. Net Expenditure (*i.e.*, after deduction of Recoveries).	1,171 15 10	
St. Joseph's, Wellington " " -	342 10 4	
St. Mary's, Nelson " " -	1,486 3 5	
St Vincent de Paul's, Dunedin - -	12 18 11	
Inmates Maintained at other Institutions -	410 8 3	
		13,511 17 7
Institution for Deaf Mutes. Net Expenditure (*i.e.*, after deduction of Recoveries).	—	6,084 16 11
Institution for Blind " " -	—	311 10 2
TECHNICAL INSTRUCTION.		
Examinations :—		
Science and Art Department, South Kensington.	62 1 11	
City and Guilds of London Institute -	24 16 4	
Grants in aid of Technical Classes - -	1,909 12 7	
Examples of Drawings and Works - -	35 17 0	
Fares of Students and Instructors - -	206 9 4	
Report on Technical Education - - -	210 0 0	
Sundries - - - - - - - -	11 1 11	
		2,459 19 1
Carried forward - - - -	—	501,544 3 5

APPENDIX H.—Statement of Expenditure and Recoveries, &c.—*cont*

	£	s.	d.	£	s.	d.
Brought forward - - - -	—			501,544	3	5
MISCELLANEOUS.						
Subsidies to Public Libraries - - -	3,000	8	0			
Grey High School (grant in aid) - -	200	0	0			
Grey Education Board (cost on deeds) -	75	0	0			
Marlborough School Commissioners (grant for Secondary Education in lieu of endowments).	400	0	0			
Marlborough High School (grant in aid of building).	1,000	0	0			
Bainham Library (subsidy towards cost of restoration of building destroyed by fire).	100	0	0			
Auckland University College (grant in aid of additional class-room).	1,000	0	0			
Victoria College (grant for buildings and laboratory).	3,000	0	0			
Nelson Education Board (subsidy for purchase of school-site).	500	0	0			
Westland Education Board (grant in aid of Hokitika and Kumara District High Schools).	200	0	0			
	9,475	8	0			
Less Recovery - - - -	8	13	7			
				9,466	14	5
STATUTORY GRANTS.						
University of New Zealand - - -	3,000	0	0			
Auckland University College - - -	4,000	0	0			
Victoria College - - - - - -	4,000	0	0			
Marlborough High School - - - -	400	0	0			
				11,400	0	0
Total - - -	—			522,410	17	10

SUPPLEMENTARY NOTES.

(i.) The following is an extract from "Papers relating to University Education of Roman Catholics in certain Colonies." (Colonial Office Return, 1900, Cd. 115.)

"The Charter of the New Zealand University states that its benefits are for "all classes and denominations of Our faithful subjects without any distinctions whatever." Accordingly the University of New Zealand itself, and the four University Colleges to one of which a student must join himself in order to graduate, are quite undenominational in the constitution of their governing bodies, and all their privileges are open to any subject of Her Majesty."

(ii.) REGULATIONS AND PARTICULARS OF INDUSTRIAL SCHOOLS.

(Based on a Return to an Order of the House of Representatives, dated August 8th, 1899.)

[*Order of the House of Representatives of 8th August*, 1899. *Ordered*, "That there be laid before this House a return showing the number of children in the industrial schools on the 31st March, 1899, the return to specify separately:—(1) The total number in the schools; (2) the number committed as destitute under section 16, sub-section (1) of "The Industrial Schools Act, 1882"; (3) the number committed for other reasons than destitution, showing whether criminal or not, and showing also the number sentenced to imprisonment but sent to an industrial school instead of serving the term of imprisonment."]

The sections of "The Industrial Schools Act, 1882," as amended by "The Industrial Schools Act Amendment Act, 1895," relating to the admission of children, are as follows:—

16. Any constable finding a child answering to one or other of the descriptions following, may immediately, without any warrant, take such child before the nearest available Resident Magistrate, to be dealt with according to this Act:—

(1) Any child having no means of subsistence, or whose parent is in indigent circumstances, and unable to support such child;

(2) Any child found begging or receiving alms, or being in any street or public place for the purpose of begging or receiving alms;

(3) Any child found wandering about or frequenting any street, thoroughfare, hotel, or place of public resort, or sleeping in the open air, or not having any home or settled place of abode, or any visible means of subsistence;

(4) Any child residing in any brothel or associating or dwelling with any person known or reputed to be a prostitute or habitual drunkard, or with any person convicted of vagrancy under any Act or Ordinance now or hereafter to be in force.

17. Any parent having a child whom he is unable to control, and wishing him to be sent to a school, may, without any warrant, take such child before the nearest available Magistrate, and if he prove to the satisfaction of such Resident Magistrate that he is unable to control such child, and give security to the satisfaction of such Resident Magistrate for the payment of the maintenance of such child, the Resident Magistrate may make an order such as is mentioned in the next section hereof.

19. The Judge before whom, or the Resident Magistrate by whom, the child shall be convicted of an offence punishable by imprisonment, or before whom a child shall be accused of any offence punishable by imprisonment, or by some less punishment, which child so accused ought, nevertheless, in the opinion of such Judge or Resident Magistrate, regard being had to his age or circumstances, to be sent to a school, may, in addition to the sentence which may be passed as a punishment for the offence of which such child is convicted, order such child to be sent, at the expiration of such sentence, to any school, or, in lieu of passing such sentence, or in the case of a child so accused as aforesaid, whether such child be convicted or not, may order such child to be sent to any such school.

20. When any child has been convicted by two or more Justices of any offence punishable by imprisonment, such order, as mentioned in the preceding section, may be made at any time subsequently to such conviction by any Resident Magistrate upon the recommendation of the convicting Justices, or upon the application of any other respectable person.

24. Any child may be admitted as an inmate of any school upon such terms as to cost of maintenance and education thereof, and otherwise howsoever, as may be agreed upon between the parents of such child, and the manager of such school, or between any such manager and any person authorised by the Governor or any local body to act as a relieving officer for the purposes of this Act.

25. The Governor may, if he thinks fit, order that any person under the age of eighteen who has been sentenced to imprisonment shall, either in lieu of or after serving his term of imprisonment or any part thereof, become an inmate within the meaning of this Act.

Such order shall specify the particular school of which such person shall be deemed to be an inmate.

(iii.) Summary of Mr. Riley's Report on Manual and Technical Instruction (1898).

The following has been abstracted from a report on Manual and Technical Instruction prepared by Mr. Arthur D. Riley,* Director of Technical Instruction to the Education Board of the Wellington District, and containing certain notes and suggestions made by him. The report was presented to both Houses of the General Assembly by Command of His Excellency the Governor in 1898, and contains an extended and valuable survey over recent educational developments, especially in their bearings on technology, mainly in England and Scotland, with references to continental education.

(i.) In his introduction the writer explains that his notes and recommendations are based upon many years of experience and a recent visit to some of the more important educational centres of England and Scotland. After expressing his admiration of the "activity in the cause of technical education, from the simplest elements in the primary schools to the highest stages of university training," which he found in England, the writer records his conclusion that, "if New Zealand desires to maintain her position among British colonies, this question of technical education will need serious attention, and must be placed upon much broader lines than are at present contemplated."

"In New Zealand we are fortunate in having technical education under the control of the Education Department, which undoubtedly tends to strengthen the position, for upon the development of our primary school system the success or failure of technical work greatly depends." . . . . "In this sense I am anxious to see the New Zealand educational course made progressive from the primary to the secondary and technical, and from thence to the University."

The report then enters more into detail, and is divided under seven heads: Primary Instruction, Intermediate or Secondary Instruction, Schools of Art and Art Crafts, Science and Technology, Agriculture and Mining, Commercial Education, and "General," including examinations, the training of teachers, appliances, &c., and administration.

(ii.) *Kindergarten.*—"Everything that can be devised in the way of technical instruction will fail if our primary and secondary schools are not efficient. Everything, therefore, that tends to promote the intelligence of children from the earliest age is of importance. In this sense I would urge the adoption of Kindergarten schools in every district throughout New Zealand, for

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* Mr. Riley is a National Scholar and gold medallist of the Science and Art Department of London. The summary of the reports has been prepared by Mr. R. Balfour.

to my mind the methods of Kindergarten work are of the truest educational value. With its clay-modelling, paper-folding, mat-working, stick-building, &c., the child's life is made interesting and instructive. Manual instruction is in fact commenced, for notions of work, order, and neatness are at once instilled into them."

The writer then speaks of the present condition of Kindergarten work in England: "Great changes in methods and ideas of instruction have taken place within recent years. Kindergarten methods are widely adopted in the standard instruction, and in many districts are compulsory. Manual instruction in wood and iron, and domestic instruction, is now given in every county in England. In no single instance have I found the primary school teachers speak adversely of the new order of instruction, but, on the contrary, the highest and warmest praise has been given."

"Our New Zealand system of primary instruction may, I am sure, follow with advantage the changes made in England. Our children undoubtedly learn to read, write, and cipher, but this is not all that is required in a colony such as New Zealand, where fully 90 per cent. of our school children must enter agricultural or industrial pursuits."

"There can be no doubt that a child's school-life gives a bias to his future career. Why, then, should instruction not be given in those subjects which will aid more directly to fit a boy for his after-life? Children should be taught how to work and to love work—that is, if education means fitting a man for his future."

"Between Kindergarten work and the work of the standards there is at present an unfortunate gap. Why should the occupations and methods of the Kindergarten (the truest system of education) be completely dropped where they are likely to be most beneficial? I strongly urge the advisability of continuing such exercises as clay-modelling, paper-cutting and folding and use of coloured papers, bricklaying, wire-work, cardboard-work, brush-work, &c., in the standards. . . . I suggest therefore as a means of bridging the gap between Kindergarten and standard work, that the following exercises be introduced as a part of the ordinary course of the standards: (1) Modelling in clay; (2) cutting-out in paper and folding; (3) bricklaying; (4) wire-work; (5) modelling in cartridge paper or cardboard; (6) brush-work, from a sketch or from the object. The materials for all such exercises should be provided by the Education Board of the district, or by the Education Department through the Board. . . . There is no desire upon my part to increase the burden of teachers with regard to the number of subjects taught; as I have already stated, a change in the syllabus is necessary if time is to be devoted to hand-and-eye-training exercises. Nor do I suggest that all the exercises named should be introduced; freedom of choice and the gradual introduction

of this work is all that I ask. . . . . In the introduction of this work in our New Zealand schools the question of the time available is one of importance. I suggest that one hour per week be given in Standards I. to IV. for varied occupations, and two hours and a half per week in Standards V. and VI. for manual or domestic instruction."

The report then gives a detailed account of the English methods of Kindergarten work as followed in the standards. Mr. Riley concludes that "the high opinions held by English teachers and the results obtained in the various districts, should be sufficient to warrant their introduction in our New Zealand standards. The exercises are in every sense education; not only will they relieve the present monotony of exercises, they will impart a knowledge of form, colour, and the properties of material, and at the same time foster a certain amount of manual dexterity, which may be made a stepping-stone to exercises in other materials, and, lastly, help to place in the hands of children something which may give them a love for occupations outside their ordinary school-life." He suggests that, with a view to training teachers for this special Kindergarten work, "Saturday classes should be established by the various technical schools in conjunction with drawing, and evening classes when a sufficient number of applicants present themselves, the instruction being provided free of cost. . . . Departmental assistance would be rendered by the payment of capitation upon attendance of teachers at the various classes held for the special training in these subjects in accordance with the Technical Instruction Act." He further suggests the "payment of a bonus of 10*s.* for every certificate of competency in any one of the occupations named, the maximum sum paid to any one teacher to be £2."

(iii.) *Drawing.*—"If the public-school system is to be made the instrument whereby our future workmen are trained in technical work, then drawing must be thoroughly taught. The importance of drawing as an industrial subject cannot be over-estimated. . . . No industry can wholly dispense with drawing, for in almost every case something has to be made; the first step must therefore be either a drawing or a model—often both. Drawing must be accepted as a language common to all, and equally as indispensable as writing. As a basis of industrial education it is now recognised throughout the world. . . . I would again recommend the Department to make a failure in drawing a failure in the general examination, and that each section of drawing in which a certain percentage of marks is obtained should entitle such candidate to a special certificate. This would enable him to devote his energies to one or other of the remaining sections, instead of, as required at present, the whole four sections."

"Memory-drawing and cutting-out exercises combined will be found invaluable, as also will dictation work. . . . Application of simple exercises to borders on patterns should be given, say,

upon brown paper, using white and one or two coloured chalks. . . . Further, say once a month, ask the class to draw some familiar object, it matters not what. . . . Blackboard practice upon a large scale should be given to the scholars when the board is not in use."

The writer then gives a suggested scheme of work of this nature adapted to each standard. In regard to the work recommended for Standards II. and III. he observes, "I recognise the fact that not less than two hours per week will be needed for this work, but my hope is that the Education Department will see the way to a re-arrangement of other matter to enable this (*i.e.* drawing) and the varied occupation exercises to be done effectively. The result of my inspection of the various schools in England has shown me that it can be done, not only without detriment to, but with increased efficiency to, other sections of educational work."

The writer has a high opinion of the value of what is called *shoulder-work* (*i.e.* drawing at arm's length, whether sitting or standing), and suggests that it should be connected with decorative art—"the forms produced and their combinations will naturally suggest decorative and natural shapes, and it should be the object of the teacher to develop this association of ideas."

Brush-work is then described. Its aims are said to be the cultivation of a sense of colour and form, particularly in relation to "patterns and repeats," in which "the natural forms of plants and animals may be broadly treated as motives of ornament and employed to fill given spaces."

Certain suggestions are then made in regard to drawing as a whole:—"It would be possible that scholars in New Zealand showing special aptitude in this direction should be permitted to attend the local art schools where such are in existence, and that the Education Department should recognise such attendances as school attendances under the Education Act. I find every possible facility is now given in England to encourage special ability in any particular direction, and would recommend similar privileges in this colony." The writer suggests the adaptation to New Zealand conditions of the device of the circulating loan collections of pictures begun by the Manchester Art Museum. The first-grade drawing examination established by the Wellington Education Board is recommended for adoption throughout the colony, with the proviso that the practice of the teachers should be to present at the examination only those who are reasonably fitted to obtain a pass, that is to say, not the whole standard. The subjects for examination are freehand, plane geometry, scale and model drawing. "Should each educational district eventually appoint a superintendent of drawing, the examinations might then be personally held by the superintendents upon papers set and provided by the Education Department."

Mr. Riley next suggests that seventy *scholarships* in each of the larger districts, and a correspondingly smaller number in the

lesser districts, should be established, fifty to be available for one year at the Technical or Art School of the district, for one afternoon's instruction, the monetary value to be 10*s.*; the examination to be confined to scholars holding the full first-grade drawing certificate. . . . "Scholars who hold the fifty first year's scholarships should be entitled to compete for twenty of a second year of the value of a £1, with instruction in more advanced stages of industrial drawing. Successful scholars leaving the primary schools to be entitled to attend evening classes in those subjects during the period of their scholarship."

The remainder of the writer's suggestions are given *verbatim*: —"*Training of Teachers.*—Attention must of necessity be given to this most important matter if we wish technical education to be successful, for it is by means of our primary school teachers that the true basis of the work must be reached. Failure in this matter means failure generally. Every effort should therefore be made to ensure efficient instruction to our teachers.

"Classes in all sections of drawing should be absolutely free to teachers on Saturday morning; nor would I advise any limit to instruction in more advanced art subjects, for all such instruction is a gain to education.

"Examinations and certificates should be available in all sections of work. I would urge further encouragement in the shape of a bonus of £2 to all teachers obtaining a full certificate consisting of practical plane and solid geometry, model-drawing, freehand drawing, elementary light and shade, and memory-drawing.

"*Superintendents of Drawing.*—In the larger centres where technical and art schools are established I would urge that the art master be made responsible for drawing in primary schools: his duty being to supervise the instruction of all teachers' classes, visit or cause to be visited the primary schools, aid and advise teachers in the nature and method of the instruction given, undertake the examinations in drawing, and supervise all matters pertaining to this particular work. In the smaller districts, where the advantages are not so great, I would doubly urge such an appointment.

"*Departmental Assistance.*—Capitation is paid upon all teachers' classes in accordance with the Technical Instruction Act. I further recommend a grant of 5*s.* for each first-year drawing scholarship, a grant of 10*s.* for each second-year drawing scholarship, a bonus of £2 for each full teacher's drawing certificate, and a grant of £50 per annum towards the salary of the drawing superintendent appointed by each district."

(iv.) The report then passes on to *Elementary Science* and gives in full the Code Instructions in this subject issued by the English Education Department (1898), together with a syllabus for Instruction in Elementary Science (the "heuristic" scheme) issued by the School Board for London, and syllabus of the

Birmingham School Board. Briefly, Mr. Riley's recommendations are:(1) the creation of "higher-grade centres" in at least one of the larger schools in each city, and at the larger country centres of the colony; (2) the appointment of science teachers for each district, whose first duty should be the training of teachers by Saturday and evening classes, and who should in addition visit the schools for the purpose of assisting and advising the teachers in their class-work; (3) inducements to be given to teachers to obtain the necessary instruction, free instruction (if possible) at the university or university college classes for advanced work, and a bonus of £2 for the completion of certificates in certain groups of science instruction; (4) (over and above the capitation upon all teachers' classes under the Technical Instruction Act) a bonus of £2 upon the completion by scholars of certificate in groups of science subjects, a grant of £50 per annum towards the salary of special science teachers appointed by Education Boards, and a grant of one-half the cost of fittings and appliances for special centres of science instruction for scholars of primary schools.

(v.) The next subject dealt with is *Manual Instruction.*—"What other countries find a necessity will naturally force itself upon us sooner or later. . . . It is utterly impossible to expect success by teaching manual instruction after school hours: it must be a part of the ordinary school course, and taught within school hours. Every nation which has undertaken a system of manual instruction has proved this an absolute necessity. I therefore earnestly hope that the syllabus of the New Zealand Education Department will be so revised as to enable schools desirous of commencing this important work to do so."

After an account of the general aims of manual instruction ("it must be a training which places intellectual and moral results before mechanical skill") the following suggestions are put forth:—(1) That centres for manual work should be created wherever possible for the purpose of giving the necessary instruction daily, two hours' instruction (including the drawing exercise) to be given to each class; (2) class teachers should accompany the scholars, and generally assist in carrying on the work; (3) tests should frequently be made in the power of using tools, and interpreting a drawing, or making one; (4) the exercises should be capable of completion within the time allowed (it is further suggested that the girls should during these hours be in attendance at a domestic-economy centre); (5) in organising teachers should be appointed in each district, whose duty it would be to conduct the classes formed for the present, and to undertake the training of the regular school teachers; (6) classes should be held, free to all teachers, on Saturdays and in the evenings, every inducement should be offered them to qualify themselves for conducting manual classes, and a bonus of £2 should be paid to all teachers obtaining a certificate in accordance with the requirements of the City and Guilds of London Institute; (7) (over and above

the capitation upon class attendances) a bonus of £2 to each certificated teacher, a grant of £50 per annum towards the salary of each organising instructor, a grant of 10*s*. to each holder of a manual instruction scholarship, a grant of one-half the cost of furniture and appliances in fitting up the workshops, and a grant of one-half the cost of erection of special workshops as centres of instruction, subject to the Department's approval of the plans and specifications.

(vi.) A section on the subject of *Domestic Economy* then follows. "Manual instruction is to the boys what domestic economy is to the girls, a necessary part of daily life instruction. Opinions differ as to the age in which such instruction should commence. I am of opinion that, until the work is organised, a medium course is advisable, and that girls of Standards V. and VI. should receive instruction in the domestic sciences, whilst the boys of the same standards would be engaged in manual exercises. A writer to *Education* thus defines the sections of instruction: '(1) Laundry-work taught practically and thoroughly; (2) cookery: all kinds of plain cookery, with simple lessons on the choice, and food-value, and money-value, of articles used; (3) housewifery: simple definite rules for general housework and cleaning, the pupils being guided to think out for themselves proper methods of spending, using, and saving; (4) simple lessons in health, care of infants and children, and sanitation; (5) dress-cutting from any size measurement, with sufficient practice; (6) simple dressmaking and fitting; (7) undergarment pattern cutting from any size measurement; (8) plain needlework; (9) mending.' . . . The above would be an excellent course of work; the question is how much can be done in connection with our primary school system. . . . We already have sewing in our schools. Girls unfortunately are often taught to sew, but not to cut out, or make use of material to the best advantage. . . . The lessons in sewing might be made considerably more practical."

The following are the suggestions made in the report in this connection: (1) For country schools the teachers should be trained in the Saturday classes, and a peripatetic teacher should be appointed to visit and assist such classes as are in operation; the larger towns would find little difficulty in this matter; (2) the Education Department should provide half the cost of buildings erected for this special instruction of primary scholars, as well as half the cost of fittings and appliances; the Department should approve the plans and specifications of all buildings towards which funds were contributed; (3) a limited number, perhaps fifty, scholarships in each district should be offered to candidates from primary schools: these scholarships to involve free education in all branches of domestic economy, extending over a period of half a year, and, in place of a money payment, two meals a day; no candidate whose parents are in receipt of £100 a year are eligible for a scholarship; the scholarships to be tenable at the central technical schools in cookery, domestic

economy, and dressmaking; the scholarship examinations to be held for the colony by the Education Department.

The extracts already given will, it is hoped, convey some idea of the suggestions which the writer makes in his report for the enlargement of technical instruction in the primary schools of New Zealand. They are based upon his study of corresponding methods observed in England, and incidentally give a description of what has hitherto been done in New Zealand.

(vii.) Leaving primary schools, the writer passes to "intermediate instruction," including under this head *Evening Continuation Schools, Higher-grade Day Schools, Farm Schools*, and *Secondary Schools*. As schools of a type and function corresponding to Continuation Schools or Higher-grade Schools at present exist in New Zealand, the writer's suggestions in regard to technical instruction in schools of this type are omitted from this summary. In connection with "*Farm or Intermediate Agricultural Schools*," he writes:—"The Canterbury Agricultural College already attends to the higher branches of instruction—is, in fact, our Agricultural University; but to the bulk of our youths such a course as is there given is financially beyond them. An intermediate course would, I venture to say, be of great advantage. The results obtained by the farm-schools of Preston, Crewe, Bedford, and Leeds lead me to suggest the adoption of similar schools in New Zealand. . . . These schools would, if established, form a connecting link from the primary schools to the Agricultural College, where scholarships obtained at the farm-schools might be tenable. As an instance I might suggest the Wairarapa as one suitable district in the North Island. The Town Lands Trust of Masterton is in an excellent position to carry out such a scheme. Surely it would be possible to obtain from the large landowners of the district a sufficient area of land either as a loan for the benefit of education or at a nominal rent."

(viii.) "In connection with the *Secondary Schools*," says Mr. Riley, "I recognise many difficulties, inasmuch as our population is small and the curriculum is necessarily a very general one. I should, however, urge that wherever drawing, practical science, manual instruction or domestic economy (in connection with girls' schools) are efficiently taught, a capitation grant be made to such schools, such grants, however, to be paid only upon the recommendation of the Education Board of the district in which such school is situated. Grants so paid should mainly be used for the equipment of science laboratories, art rooms, manual training, or domestic economy class-rooms. Such assistance would, I am sure, lead to the encouragement of those subjects, and considerably strengthen the cause of technical education."

(ix.) The third section of the report deals with *Schools of*

Art and Crafts. "The art schools already established (in the colony) are available for both day and evening classes, and naturally form an important part of our technical system. To be useful, such schools must work hand-in-hand with the technical classes—there should be no distinction or separation one from the other. One of the greatest difficulties schools of art contend against is the student's want of elementary knowledge as a basis on which to continue his studies. An instructor's time is often spent in giving instruction in such work as ought to have been done in our primary schools. It is therefore essential that the drawing in primary schools should be under the control of or directed by the head of the art schools, who should have the training of all primary school teachers carefully attended to, and should by personal visits advise and assist in giving class instruction in the schools. There can be no question of the necessity of this point, for it is the foundation, and without it success cannot possibly be generally obtained. . . There is a danger in connection with our art schools that there may be too much teaching, particularly in the case of promising students. In such cases what is really wanted is not so much teaching as direction; . . . particularly is this so in such a subject as design, where originality, even if unfortunate in composition or treatment, should be encouraged." Mr. Riley refers to the requirement of the London County Council that not less than one handicraft shall be taught in connection with each school of art receiving aid from the Technical Education Board, and accordingly he suggests that double the ordinary grant should be allowed by the Education Department to New Zealand schools of art for the instruction they give in "crafts." He urges that very liberal assistance should be rendered to all art schools and classes in the matter of appliances, and particularly in illustrations of industrial arts and designs; every possible assistance and advice should be given as to the nature and selection of such appliances, particularly if grants are made in aid of them. He believes examinations to be necessary for the sake of teachers and industrial workers, but would abolish them for ordinary students. "I am not in favour of examination as a guide to the nature of, or the value of, a school's work, but suggest the adoption of a very thorough inspection of work in progress and class-teaching as the best means of judging the qualifications of any school or class entitled to claim capitation from the Department." He concludes this section of his subject with the following recommendations: *a. Scholarships, &c.:* (1) Five free studentships, available for all evening classes, for two years, tenable at the central schools, and five scholarships available for all evening classes, of the value of £5 per annum for two years; (2) two free studentships available for all day classes for two years; two scholarships available for all day classes of the value of £10 per annum for two years; (3) three scholarships available for day and evening classes, of the value of £50 per annum, open to the whole colony, and tenable at any art school approved by the Department, for two years; (4) one travelling scholarship of the total value of £250 for two

years, to enable a student to obtain instruction at the best English or Continental Schools; (5) the examinations for these scholarships should be held by the Education Department and should be open to all New Zealand students registered in schools of art or art classes. *b. Grants:* (1) Double capitation grant for craft classes; (2) grants towards the alteration of buildings already erected, or new buildings, to the extent of one-half the cost; plans to be submitted to the Department for approval; (3) grants of one-half the cost of appliances; (4) a grant of £150 per annum towards the appointment of directors of technical instruction, whose sole duty would be the control of such education throughout a district; (5) grants in aid of scholarships to the extent of one-half the amount involved by the recommendations (1) and (2) made above, and of the whole amount involved by recommendations (3) and (4) above, *i.e.*, two £50 two-year scholarships for day and evening classes and one travelling scholarship.

. . . . .

(x.) In regard to "Science and Technology" and the important fields of Mining and Agricultural Instruction, Mr. Riley's recommendations enter into special detail. From the section dealing with Agricultural Instruction the following passage may be quoted:—

"The New Zealand syllabus provides that *Elementary Agriculture* may be taken as an alternative subject. I would suggest that for use in the country schools the Agricultural Department should compile a manual dealing in a simple manner with the chemistry and application of manures, the theory and practice of the rotation of crops, lessons on tree-planting, gardening, fruit-growing, the main features and qualities of the land in the various provincial districts, and its appropriate uses, with a short account of the various breeds of sheep, cattle, and horses, &c., their value and suitability for different districts. A book of this kind, carefully compiled with special regard to New Zealand particulars and wants, coupled with the illustrated leaflets of the Department upon fruit pests, &c., would be of the greatest value and service to our country teachers and scholars. . . . The cultivation of small garden or vegetable plots in the school grounds would give encouragement to scholars, and form a useful occupation in country centres."

. . . . .

(xi.) Section VI. of the report deals with *Commercial Education* and contains a description of the work done in the Manchester Central Commercial Evening School and in certain French Commercial Schools together with suggestions drawn from them. For his application to the conditions of New Zealand of certain forms of commercial education, Mr. Riley takes as his text a distinction once made by Mr. Sidney Webb: "First, the education of the youth before he enters business-life; second, the provision of opportunities of evening instruction for the young clerk; and third, but perhaps most important of all, there is what may be called higher commercial education

required by the officer of the commercial army, if not by every ambitious member of the rank and file." Mr. Riley proceeds as follows: "With reference to the first section, would it not be possible to make a distinction in our secondary schools of scholars in the upper forms, say, over the age of fourteen—the one section for trades or agriculture, and the other for commerce; the former entering more into science, mathematics, manual instruction, and drawing; the latter languages, commercial arithmetic, and book-keeping? With reference to the second section, it is possible to form a moderately complete course of instruction in connection with evening continuation schools by the establishment of special classes in commercial arithmetic; commercial geography and history; languages—French, German, &c.; book-keeping; shorthand; typewriting; commercial correspondence; and economics of commerce. In the four principal centres of New Zealand there should be sufficient students to enable such classes to be formed. In connection with the third section, that of higher commercial education, I suggest that the Victoria University College should make this section a special feature of its curriculum by courses of lectures and special classes. The lectures might embrace such subjects as the life and duties of the citizen; commercial geography and history; commercial and industrial history; mercantile law; insurance—life, fire, and marine; economics of commerce, etc."

In concluding this section of his subject the writer makes the following suggestions:—(1) An effort should be made to give additional training in languages, mathematics, and shorthand in our secondary schools; (2) special commercial sections should be formed in connection with evening continuation classes in the larger centres; (3) the Victoria University College should give a special course of work in the higher branches of commercial education; and (4) the Chambers of Commerce should take this question into serious consideration, and assist the technical committees in the formation and support of commercial classes and provide scholarships for each district.

(xii.) In Section VII. ("General") some remarks are made upon *Examination and Inspection*. Speaking of the "new system of inspection adopted by the [English] Education Department in lieu of examination," the writer says the question is one of the highest importance to technical education, "for by means of the change to freedom of classification manual instruction, domestic economy, and an extension of the Kindergarten methods to the standards have become possible." . . . . "The teachers themselves inform me the system has proved itself immeasurably superior to the old one. Such being the case, we must, if we are to keep in touch with education, adopt similar lines. I suggest, therefore, a trial of the system in, say, the Wellington Education District, taking the large schools, inspection being substituted for examination, and the syllabus being so relieved as to permit the introduction of manual and domestic instruction upon the lines of the English schools." In secondary

and technical schools the writer is of opinion that, "wherever possible, examination work should be dispensed with, more reliance being placed upon the teacher to give sound and systematic instruction of the best kind, with a view to the real educational development of his students. There are, of course, cases where examination is a help and a necessity—such, for instance, as teachers and trade students; but otherwise I would not urge students to present themselves for examination in general work. . . . Examinations for technical schools should, in my opinion, be held solely by the Education Department. The teachers' examinations are now so held, but the local technical examinations, being conducted by the various Boards, are wanting in uniformity. I suggest that the Education Department should undertake all technical school examinations throughout the colony, and that regular trade certificates be issued by the Department, which should be recognised by the various trades, and considered as a part of apprenticeship by those holding the same under certain ages. Persons desirous of holding special certificates under British institutions would at the same time have the privilege of presenting themselves for examination under the following institutions:—The City and Guilds of London Institute, the Science and Art Department, London; the Society of Arts, London. It is hardly possible to restrict examinations to these three institutions. Local examinations are a necessity in trade subjects, for there are many cases in which candidates would attend only the local one in order to qualify for their trades. There are, again, great advantages in doing so, inasmuch as local interest is aroused, and the masters and men are induced to interest themselves, greatly to the benefit of the trade concerned." Mr. Riley notes with satisfaction that the New Zealand Education Department has adopted the plan of payment upon attendance in technical schools as against "the English method of partial payment on results."

(xiii.) For the *Training of Teachers* in technical subjects such as manual instruction, domestic economy and hygiene, elementary agriculture, drawing and brush-work, and elementary science, classes similar to those held under the Technical Education Committees of County Councils in Great Britain are recommended. The writer is convinced that "Kindergarten schools should be established in each island for the training of teachers in the Froebel system. Kindergarten training is undoubtedly the foundation of technical training, and, if success is to be obtained, it is necessary that our primary system should be made as efficient as possible, every possible assistance being given to teachers to enable them to obtain a very thorough grounding in the best and latest methods of education. Unless this is done little progress can be expected in technical work, and it is for this reason that I have paid particular attention to the work of the primary schools visited. In such subjects as manual instruction and domestic economy it would be wise

to obtain a number of efficient instructors having experience of this special work in England, these instructors to organise systems of work, and particularly to undertake the training of teachers, in order that the work may be effectively dealt with throughout the various districts."

(xiv.) On the *Supply of Technical Teachers* for New Zealand Mr. Riley remarks: "We are fortunate in having many capable instructors in various parts of the colony, but in the teaching of trade classes we are not so fortunate." The difficulty is to find men of practical experience who also understand the theory and principles of the sciences and arts applicable to their work, and have, besides, the capacity, natural or acquired, of teaching. The difficulty can only be overcome by "a judicious selection of likely men from amongst the student workers in any particular branch of work, and the careful training of such men as far as circumstances will permit. It is out of the question to establish a training college for the colony for such requirements." The writer believes that, if the "travelling scholarships" recommended by him were awarded, "the scholarship-holders would be invaluable to the colony on their return."

(xv.) "In connection with industrial art it is a necessity," writes Mr. Riley, "that *Illustrated Examples* be freely provided, for the express purpose of cultivating a knowledge of what is possible and what has been accomplished in colour, design, and workmanship. The industrial art schools of New Zealand are unfortunate in having no collection of art objects and illustrations, such as are especially provided by the Science and Art Department of Great Britain." The following suggestions are made:—(1) The establishment of a circulating branch of industrial art by the Education Department, a sum of £250 a year being voted for this purpose for five years; (2) the Science and Art Department of London to be asked to grant a loan of sixty frames of examples annually, containing illustrations or reproductions, for circulation amongst the schools of New Zealand, the cost of such loan to be defrayed by the colony; (3) the sum of £30 be spent annually for five years in the purchase of prize national competition works, the Science and Art Department undertaking the selection and purchase on behalf of the colony; (4) the authorities of the British Museum to be asked to provide drawings, photographs, or reproductions of prints on behalf of the colony—the whole of the cost of these undertakings to be met by the sum of £250 suggested under (1).

(xvi.) The importance of *Technical School Libraries* is next insisted upon; "each central institution, at least, should possess a library and reading-room, available for the use of the students, where the best possible works and periodicals might be consulted, and text-books lent to registered students." It is urged that assistance should be given towards the purchase of technical

works. Lastly, the suggestion is put forth that "an officer of the Education Department should be appointed to carefully watch the progress of educational and industrial work in Britain and other countries, and, where possible, obtain copies of lectures and papers read before the various societies, have the same printed and circulated throughout such centres as are affected by the subject, at the same time obtaining such models, illustrations, or lantern slides as may give due effect to the same."

(xvii.) Mr. Riley then summarises the recommendations made by him in regard to the *Administration* and organisation of the new branches of technical instruction he proposes. The *Grants* proposed in his report would, for the first year, not exceed £6,000; and for the second year, he estimates the total expenditure at about £16,500, made up as follows:—Capitation upon classes, £2,200; bonus to teachers for complete certificates, £250; scholarships, £2,000; grants towards salaries of specialists, £2,000; grants for buildings and appliances, say, £10,000. He believes that "it is very necessary that the general direction and supervision should emanate from the technical branch of the Education Department, and that thorough inspection should be maintained. . . . Careful direction at the present stage of technical work in the colony will mean a considerable saving, and place this important branch of education upon a sound footing." Two suggestions for the *Administration of Technical Education* are then put forward:—(1) That provision be made to enable the City and County Councils to render assistance towards the development of industrial classes within their own district by means of grants of land for building purposes, or money grants (the latter being doubled by the Government on the £ for £ principle), and when such a contribution from the City or County Council exceeds £100 per annum the Mayor or Chairman of it should be a member of the governing body to which the contribution is made; (2) that the whole system of primary, secondary, technical and university work should be continuous; all schools should bear relation one to another, without overlapping; . . . it is only by assigning each section its definite course, and by true continuity of work, that high success will follow. Our educational districts and centres are comparatively small; it is therefore all the more advisable that our efforts should be concentrated."

(xviii.) Lastly, it is suggested that the Education Boards of the colony, as the Boards having control of technical education in each district, should have power to extend their number upon special committees, in order that persons having special knowledge of the various branches of technical work may act as co-operative members.

(xix.) The greater part of the last section (VIII.) of Mr. Riley's

report, containing his general *Recommendations*, is here quoted *verbatim*:—

"As a summary of this report, I respectfully make the following recommendations:—

1. That Kindergarten schools be established as a part of the primary system of education, with central schools for the training of teachers.

2. That the following subjects be considered as a part of the ordinary standard instruction, the introduction to be gradual, the choice of section being left to the teacher's discretion: clay-modelling, paper-folding and cutting, bricklaying, wire-work, cardboard-work, brush-work. . . .

3. That a bonus of, say, £2 be paid to teachers completing certificates in the following subjects, viz., drawing, elementary science, manual instruction, domestic economy (as well as in the Kindergarten subjects specified under 2 and above).

4. That manual instruction and domestic economy, including practical cookery, be considered a part of the ordinary standard instruction.

5. That the present syllabus be modified to such an extent as to permit of the introduction of the above subjects, and that a trial in one educational district be made of such modified syllabus and of inspection in lieu of examination.

6. That schools known as higher-grade schools be established in continuation of the primary system.

7. That a trial be made of farm-schools as a means of intermediate agricultural education.

8. That provision be made for evening continuation classes, coupled with higher commercial education.

9. That applied design be taught in connection with the art schools of the colony.

10. That every effort be made to associate the employees' associations and the trades-unions with the system of technical education, and that such education, given in a recognised technical school, should be accepted (subject to conditions to be defined) as a part of apprenticeship.

11. That attention be given in each district where technical schools are established to the training of such persons as are likely to prove efficient instructors in the various trades and technical subjects.

12. That a complete scholarship scheme be organised, from the primary schools to the university, including travelling scholarships, and that a Joint Scholarship Board be established.

13. That special assistance be given in the direction of building-grants and appliances for manual and technical instruction.

14. That an industrial art museum be established, and the works and objects circulated amongst the schools of art and

technical schools throughout the colony, and that arrangements be made with the Science and Art Department and the British Museum authorities, as before suggested.

15. That the Education Department establish a sub-department for the control of all technical matters, and undertake all technical examinations in connection with the schools of the colony.

16. That a code of regulations be issued by the Department, containing the fullest possible information in relation to manual and technical instruction, the same to be widely circulated throughout the colony."

(xx.) "In conclusion, I may be permitted to say that I do not consider this report by any means complete. I have dealt particularly with the primary system, considering that to be the basis of technical work. . . . I shall have accomplished something if I succeed in impressing the fact that great advances have been and are still being made in educational work. There is no evidence of standing still, or being satisfied with past progress. We also in the colony cannot afford to remain satisfied. If we are to keep even ordinary pace with the world's progress, our educational system must be modernised. We cannot afford to treat with contempt what other countries have found a necessity. With regard to industrial progress, it must be generally recognised that such progress is based on the skilfulness of the workman, and upon the excellence and cheapness of his methods of work; and it concerns this colony that her people should be skilful, as well as economical in their time, labour, and material"

(iv.) Act to make better Provision for Manual, Technical, and Commercial Education.

The following is the text of the Act to make better provision for Manual, Technical, and Commercial Education, which became law on October 13th, 1900.

The document did not arrive in time to be fully noticed in the text of the report.

Be it enacted by the General Assembly of New Zealand in Parliament assembled, and by the authority of the same, as follows:—

Short Title. 1. The Short Title of this Act is "The Manual and Technical Instruction Act, 1900"; and it shall form part of and be read together with "The Education Act, 1877" (hereinafter called "the principal Act").

Interpretation. 2. In this Act, if not inconsistent with the context—

"Classes" means classes recognised by the Minister in accordance with this Act:

"Continuation class" means a class commencing not earlier than four o'clock in the afternoon, and giving instruction in such of the ordinary public-school subjects, or other subjects of general or commercial education, as are prescribed by regulations under this Act:

"Controlling authority" means the Education Board, or the governing body of a secondary school or of a University College, as the case may be, by which classes under this Act are established; and, in the case of associated classes, means the Education Board or the governing body of the University College joining in the establishment thereof:

Provided that in the case of the associated classes specified in the Second Schedule hereto the controlling authority shall mean the managers thereof:

"Managers" means the persons having immediate control or charge of associated classes:

"Manual instruction" means such exercises as shall train the hand in conjunction with the eye and brain; it includes kindergarten employments, exercises in continuation thereof, modelling in any material, and generally practice in the use of tools:

"Secondary school" means a secondary school open at all times to an Inspector appointed by the Minister of Education, and named in Part I. of the First Schedule hereto:

"Technical instruction" means instruction in the principles of any specified science or art as applied to industries accompanied by individual laboratory or workshop practice, or instruction in modern languages, or in such other subjects connected with industrial, commercial, agricultural, or domestic pursuits as are prescribed by regulations under this Act:

"University College" means a college affiliated to the University of New Zealand and named in Part II. of the First Schedule hereto:

Manual instruction may be given in ordinary school-hours.

3. Manual instruction and such subjects of technical instruction as are prescribed in that behalf by regulations under this Act shall be deemed to be included in the list of subjects of instruction prescribed by subsection one of section eighty-four of the principal Act.

Classes that Minister may recognise.

4. The Minister may recognise as classes under this Act—

(1.) "School classes," meaning thereby classes for manual or technical instruction established by any Education Board in connection with any public school, or by the Board of Governors of any secondary school in connection with such secondary school, and held during the ordinary school-hours, the syllabus of such instruction being in accordance with regulations under this Act:

(2.) "Special classes," meaning thereby classes for manual or technical instruction, or continuation classes, established by an Education Board or the Board of Governors of a secondary school, apart from the ordinary course of primary or secondary school instruction, as the case may be:

(3.) "Associated classes," meaning thereby classes for manual or technical instruction, or continuation classes, established jointly by an Education Board, or a School Committee (where no classes are established by the Education Board of the district), or the governing body of a University College, and a School of Art, a School of Mines, an Agricultural College, an Industrial Association, an Industrial Union, an Agricultural and Pastoral Association, or any similar public association formed in connection with any branch of trade, industry, or commerce:

(4.) "College classes," meaning thereby classes established by any University College for technical instruction, or for instruction in such branches of higher commercial education as are prescribed by regulations under this Act.

When certain classes need not be recognised.

5. The Minister shall refuse to recognise any special, associated, or college class in any subject if he considers that sufficient means of instruction in that subject are already provided by classes under this Act within a radius of five miles from the place where the class seeking recognition is to be held.

Minister may revoke recognition in certain cases.

6. The Minister may revoke at any time the recognition granted to any class, if he is dissatisfied with the manner in which the class is being conducted, or if he considers that sufficient provision is made by other similar recognised classes in or reasonably near to the same locality: Provided that in the latter case he shall, if the controlling authority of such class so require, give six months' notice of his intention to cancel the recognition.

Regulations as to associated classes.

7. The Governor in Council may make regulations for the appointment of managers of associated classes, and, in the case of associated classes other than those specified in Part II. of the Second Schedule hereto, the powers of appointment possessed by the controlling authority and the public associations joining in the establishment of such classes shall be in proportion to the cost of maintenance borne by them severally.

Existing classes to be recognised.

8. Subject to the provisions of section six hereof, the classes established under "The Manual and Technical Elementary Instruction Act, 1895," and specified in the Second Schedule hereto, shall be deemed to be classes recognised by the Minister under this Act.

Payments in respect of classes established.

9. (1.) Subject to the provisions of this Act, every controlling authority of classes under this Act (not being school classes) shall be entitled to receive, by way of capitation, payment out of the public funds in respect of the attendances of pupils at the several classes at the following rate:—

Rate thereof.

For every attendance at a class for manual instruction	Threepence;
For every attendance at a class for technical instruction	Threepence;
For every attendance at a continuation class	Three halfpence

Provided that, in the case of a continuation class, no payment shall be made in respect of any subject in which the standard is lower than the Fifth Standard prescribed by regulations under the principal Act, nor in respect of any pupil under the age of thirteen years, nor in respect of any pupil-teacher for any subject included in his course of instruction as pupil-teaher:

Provided further that, in the case of associated classes other than those specified in Part II. of the Second Schedule hereto, the controlling authority sh ll pay over all capitation moneys to the managers of the classes

(2.) An addition of one-half to the rate of payment hereinbefore specified may, with the approval of the Minister, be made in the case of any class held in any place distant more than five miles from the office of an Education Board. **Additional rate for distant classes.**

(3.) An "attendance," for the purposes of this Act, means the attendance of one pupil for one hour at any class for which payment can be claimed under this Act. **Computation of attendances.**

(4.) A roll of every such class shall be kept, and one attendance recorded therein for each hour of each pupil's presence in class; but no attendance shall be marked on account of a pupil on any occasion when he is absent from his place in class for more than ten minutes of the hour of attendance.

(5.) It shall not be lawful to record an attendance on the roll of any special, associated, or college class on account of any person under the age of thirteen years; nor in the case of any such class held on the premises of any public school or secondary school, and within the ordinary school-hours, shall it be lawful to record an attendance on account of any pupil on the roll of such school.

10. No capitation payment shall be made in respect of any class which has not been carried on with regularity through a term of at least ten weeks: **No payment unless term at least ten weeks.**

Provided that in any case where the class-day is a public holiday, or a day appointed by the Minister for the examination of the students, the failure of the class to meet for instruction on that day shall not affect the right to such payment.

11. In no case shall any capitation payment in respect of any class be made unless the Minister is satisfied that the class has been efficiently instructed by a competent instructor throughout the term, nor unless the claim for payment is rendered to the Minister within one month after the end of the term. **Competent instructor must be employed.**

12. The payments hereinbefore provided for shall be made out of moneys to be appropriated by Parliament for the purpose. **Payments to be out of moneys appropriated.**

13. In the case of all classes under this Act except associated classes, the controlling authority thereof, and in the case of associated classes the managers thereof, may fix and charge fees for attendance at such classes: **Fees for attendance at classes.**

Provided that no fees shall be fixed or charged unless they have been submitted to and approved by the Minister.

14. The Minister may appoint Inspectors to visit, inspect, and examine all classes under this Act. **Inspection.**

15. (1.) The controlling authority of every class under this Act shall transmit to the Minister, before the commencement of the instruction in any year, a programme of the work to be done during the year in such class, and satisfactory proof of the competency of the instructor. **Programme of work to be transmitted to Minister.**

(2.) Within one month after the close of the instruction in any year the controlling authority shall forward to the Minister such details of the work and attendance, receipts and expenditure, of the class as are prescribed by regulation under this Act.

Local authority or controlling authority may contribute funds.

16. Any local authority may from time to time, out of its general funds, contribute such sum as it thinks fit to any controlling authority for the purpose of encouraging the formation or increasing the efficiency of classes under this Act; and for the same purpose any controlling authority may from time to time, out of its general funds, contribute or apply such sum as it thinks fit, anything in any Act to the contrary notwithstanding

Subsidies on voluntary contributions.

17. In respect of all voluntary contributions received by any controlling authority for the special purpose of encouraging the formation or increasing the efficiency of classes under this Act, subsidies shall, without further appropriation than this Act, be payable out of the Consolidated Fund to such authority in the cases and to the extent following, that is to say:—

(1.) A subsidy at the rate of ten shillings for every pound of bequest:

Provided that in no case shall the subsidy in respect of any single bequest exceed five hundred pounds:

(2.) A subsidy at the rate of twenty shillings for every twenty shillings of voluntary contributions (other than bequests) from any person not being a controlling authority, or from any local authority.

Scholarships and grants in aid of erection of buildings.

18. Out of moneys from time to time appropriated by Parliament for the purpose, the Minister—

(1.) May allot scholarships, tenable by students attending or who have attended any classes under this Act; and also

(2.) May make grants in aid of the erection, acquisition, or equipment of buildings for classes under this Act, and for the purchase and supply of apparatus, material, and appliances for such classes; and also

(3.) May make grants in aid of school classes as defined—

Provided that every grant under this subsection shall be in accordance with regulations under this Act, and shall in no case exceed the amount of capitation which would be payable if the class were entitled to capitation under section 9 hereof; and also

(4.) May make grants for the training of instructors of classes under this Act; and also

(5.) May defray the general expenses of administering this Act.

19. The Governor in Council may from time to time make regulations for all or any of the following purposes, that is to say:— **Regulations.**

(1.) Defining the branches and subjects of manual instruction and technical instruction, and the subjects to be taught in continuation classes under this Act, and the course and number of hours of instruction therein:

(2.) Providing for the mode in which applications for sums payable in respect of classes, scholarships, subsidies, and grants-in-aid under this Act shall be made:

(3.) Providing for the establishment of scholarships in any subjects of instruction under this Act, and prescribing the amounts and tenure thereof, and the conditions subject to which they may be awarded and held:

(4.) Such other matters as he deems necessary in order to give full effect to the intention of this Act.

20. "The Manual and Technical Elementary Instruction Act, 1895," is hereby repealed: Provided that— **Repeal.**

(1.) All regulations under that Act shall be deemed to have been made under this Act, and shall continue in force until revoked under this Act. **Saving.**

(2.) All claims for payment under that Act may be paid out of moneys appropriated under this Act.

Schedules

SCHEDULES.

FIRST SCHEDULE.

Part I.

SECONDARY SCHOOLS.

The Auckland Grammar School.
The Auckland Girls' High School.
The Whangarei High School.
The Thames High School.
The Gisborne High School.
The Napier High Schools.
The New Plymouth High School.
The Wanganui Girls' College.
The Wellington College.
The Wellington Girls' High School.
The Marlborough High School.
The Nelson College.
The Greymouth High School.
The Hokitika High School.
The Christchurch Boys' High School.
The Christchurch Girls' High School.
The Rangiora High School.
The Akaroa High School.
The Ashburton High School.
The Timaru High Schools.
The Waimate High School.
The Waitaki High Schools.
The Otago Boys' and Girls' High Schools.
The Southland Boys' and Girls High Schools.

Part II.

UNIVERSITY COLLEGES.

The Auckland University College.
The Victoria College.
The Canterbury College.
The University of Otago.

SECOND SCHEDULE.

Part I.

EXISTING SCHOOL, SPECIAL, AND COLLEGE CLASSES.

All school and special classes in existence at June 30th, 1900, and established by Boards of Education, or by School Committees, or Committees of District High Schools under a Board of Education as the controlling authority ; and also the following college classes, that is to say : The Christchurch School of Art and the Christchurch School of Engineering under Canterbury College as the controlling authority, and the Dunedin School of Mines under the University of Otago as the controlling authority.

Part II.

EXISTING ASSOCIATED CLASSES.

Auckland Technical Classes.
Elam School of Art.
Masterton Technical School.
Christchurch School of Domestic Instruction.
Dunedin Technical Classes.
Invercargill Technical Classes

(v.) Report of Maori Schools in 1899 and Brief Retrospect of Native-School Work in New Zealand, 1880–1900.*

At the end of 1899 there were 84 Maori village schools open, with 3,065 children on the rolls, or 93 more children than on December 31st, 1898. There was a slight falling off in the regularity of attendance during the year. The examination reports show that 403 children passed Standard I.; 340 Standard II.; 242 Standard III.; 143 Standard IV.; 40 Standard V.; and 17 Standard VI.

The four Maori boarding-schools—Te Aute and St. Stephen's for boys and Hukarere and St. Joseph's for girls—carried on their work as usual. Government maintains 27 boys and 38 girls as scholarship holders or pupils at the four secondary schools, two medical students at the Otago University, one student at Canterbury College, six apprentices or holders of industrial scholarships, and one girl holding a hospital-nursing scholarship at the Napier hospital. Other scholarships (the Te Makarini) are due to private liberality.

In addition to the scholarships given to Maori boys and girls who have passed the 4th Standard in the Native Village Schools, there have now been established scholarships for deserving Maori children attending the ordinary public schools. A Maori boy or girl entitled to such a scholarship may be sent to a higher school approved by the Minister, or may be apprenticed to learn a trade.

In March and April, 1900, the Inspector-General of Schools in New Zealand visited a number of schools typical of the Maori School-system, and the following passages from his special report will be read with interest:—

Nearly all the teachers seemed to be doing conscientious work, although there is naturally much difference in the quality of their performances.

Although our Native-school Inspectors have always laid great stress upon the teaching of English, I am convinced that even greater attention and a larger amount of time ought to be devoted to this subject, especially to the speaking of English, and that we ought to be content with no standard that does not include such proficiency in English speech as would enable Maori children to readily express themselves in our language, and to read ordinary English books and newspapers. The amount of arithmetic, geography, and history might be somewhat curtailed. Drawing of the South Kensington First Grade type is being discredited even for European children :- as an educational instrument for the education of the Maori I believe it is almost useless. The drawing in Native schools I would limit, perhaps entirely, to drawing to scale and to the making of such sketches, plans, and elevations as would be required for the hand-work they have to do.

Next to the strengthening of English, I consider the introduction of a substantial amount of hand-work, or of manual and practical industrial

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* Summarised from the official report on Native Schools in New Zealand, 1900.

instruction, with the aim not only of imparting practical skill, but in order also to stimulate in the Maori children a liking for work. Manual instruction should be introduced as soon as possible in all efficient schools.

Many of our teachers suffer from want of training; it seems to me just as important that Maori-school teachers should be trained in methods as that other teachers should. It would be a good thing, I think, if we could have an organizing superintendent of Native schools to visit schools, and to stay long enough, especially in weak schools, to show masters good methods, and, where suitable, to introduce hand-work.

The time seems to have come for a revision of the Native Schools Code in some respects—*e.g.*, as regards methods of payment of teachers, in addition to the amendment of the syllabus as indicated above. I had several strong testimonies given to me unasked as to the good the Native schools have done and are doing; but there are many hindrances to the work. Among these I would put . . . the vast expenditure by the Maoris of time and means on meetings of one kind and another (these unsettle the minds of the children, and do much to prevent the formation of good habits); the influence of the Maori *tohungas* and their superstitions, which lead to practices often dangerous to health . . . ; the absence of facilities for young Maoris of both sexes, taught in the village- and secondary schools, to lead the more civilised life they have learnt; in consequence of this they often, it is to be feared, fail to make the best use of the greater knowledge they have acquired, or even altogether miss the benefits that their education should confer on them.

I am not sure that I can suggest a better remedy for the last evil than is contained in a recent suggestion of Mr. Pope's, if it is possible to apply it—namely, the formation of special settlements in which young educated Maoris could live in the European fashion, and learn to work steadily and intelligently. It is true that we must not expect results too soon; a native race like the Maori is probably not likely to adopt our ways more rapidly, but less rapidly, by reason of its own inherent strength of character, which imposes an obstacle very real, if not very visible, to the inroad of foreign ideas. I am glad to see that the Government has approved the recommendations I have made for the immediate extension of hand-work in Native schools, for the establishment of technical schools for those who have left the Maori village-schools, and for the substantial encouragement of manual and technical instruction at Te Aute and St. Stephen's. I am sure this course of action will result in great benefit to the Native-school system and the whole Maori race.

In connection with the remarks of the Inspector-General, it may be mentioned that three technical schools for Maori boys who have left the village schools are already being set up at Rakaumanga, Rangitukia, and Whirinaki respectively, and that, at the request of the Maoris themselves, carpentry is the subject with which a start is to be made; other subjects will follow in due course, and if the experiment succeeds, there is no reason why technical schools should not be opened in other districts also. In like manner the Government is giving substantial encouragement to the manual and technical instruction at Te Aute and St. Stephen's. Hand-work is being taken up with enthusiasm in some of the village-schools. A vote will be placed on the estimates for providing a visiting teacher (or "organizing superintendent"), who will be able to spend a much longer time at schools where his presence is found to be helpful than the Native-school Inspectors can afford to give, and will devote, moreover, special attention to organizing the manual and technical work in the schools.

The following interesting remarks on the work done in the

Maori schools 1880–1900 are from the pen of Mr. James H. Pope, Inspector of Native Schools:—

A Brief Retrospect of Native-School Work.

Just now, when Native village schools in their more fully developed form have completed their twentieth year of existence, the time would seem to be suitable for taking a backward glance along the road that has been traversed by them. Near the close of the report for 1880–81 the following passage occurs:—"That the Maoris will ultimately become Europeanized and be absorbed into the general population does not admit of doubt. It is easy to see that the process has already commenced, and that it is going on with more or less rapidity in most parts of New Zealand. But it is a great mistake to suppose that the change can be effected in a year or two, or even in a generation—to suppose that schools or any other agency can bring about in a short time such a revolution as has in other countries required centuries to complete. The Native schools are doing and will do much good; it is useless to expect that they will, in a few years, change the character of a whole race to such an extent that its members will be prepared to abandon all their old habits, traditions, prejudices, and modes of living. Nor is it at all plain that such an utter change should be brought about hastily, even if the thing were possible. Past experience seems to show that uncivilised peoples cannot, without imminent risk of extermination, give up their old ways of life all at once, and adopt others, for which they can be really fitted only by slow and gradual changes in the conditions, subjective and objective, under which they exist. If it can be shown, as I believe it can, that the Native schools as a whole are effecting considerable improvements in the mental, moral, and physical condition of our Maori fellow-subjects, and that they are having the effect of familiarising them with the better class of European ideas and customs, then they are doing all that can or ought to be expected from them. There are a few exceptions, but in the great majority of the Maori districts those best qualified to judge say that this is just the kind of work that the schools are doing, and that they are the best means yet contrived for helping the Maoris to help themselves."

There was, of course, nothing very original in this passage even when it was written. What worth it possessed was to be found in the fact that it was a tolerably clear statement of the Native-school problem as it confronted us at the beginning of the "eighties." The really interesting circumstance for us is that twenty years afterwards, when we are fast approaching the end of the nineteenth century, the statement is just as true and complete as it was when it was written.

Are we then to understand that Native schools are just jogging along quietly and smoothly, very much as they did twenty years ago? That is by no means the position. Certainly, the direction and the goal remain unchanged, but there has been decided progress in that direction and towards that goal. A few brief paragraphs will give some idea of the nature of the actual progress made.

In the first place, it is necessary to state that the original Native schools were founded under the auspices of the Native Ministers and by the old Native Department. Eight years and more of work done by these schools, with much energy and earnest desire to benefit the Maori race, could hardly fail to produce solid results—sufficient, in fact, to form a basis for a more completely organized system. And, indeed, it did not fail: perhaps its attempts to meet wants as they arose, to supply needs as they were felt, did more in the way of making a good beginning than could have been achieved by any full-blown scheme based on, say, one of the education systems then in vogue in New Zealand. It should be remembered that the problem to be dealt with was almost entirely new: it was to bring an untutored but intelligent and high-spirited people into line with our civilisation, and to do this, to a large extent, by instructing them in the use of our language, and by placing in Maori settlements European school-buildings, and European families to serve as teachers and especially as exemplars

of a new and more desirable mode of life. It would perhaps be difficult to say who was the first to set up this admirable ideal, remarkable alike for its thorough-going effectiveness and for its simplicity; but at all events it was fully operative when the Education Department took over the Native schools, and it had already been productive of much good to the Maori. As the greater portion of this article will, to some extent, appear to be a criticism of the old Native Department's methods, and a statement of the advances made by the Education Department, it is only right to acknowledge—(1) that the leading idea that governs Native-school work was already in full operation when we took the schools over; and (2) that, in face of the remarkable and previously unknown difficulties, the Native-school authorities had managed to make their Native schools a going concern, and to get much useful work done by them. To this it may be added that the Native schools were taken over by the Education Department just at the time when it was necessary that somewhat more technical knowledge than had been previously available should be brought to bear upon them.

One of the most striking of the changes that have taken place is in what may be called the externals of our schools—the sites in general, the gardens, schoolhouses, and residences. It must be confessed that there were a few pleasing school-sites and gardens connected with Native schools even in 1880, but these were quite exceptional. Now very many of the teachers' gardens and grounds are in first-class condition. In the old times, there is reason to believe, the authorities considered any building that would keep out most of the rain, and give more or less complete shelter from wind and sun, a tolerably satisfactory Native schoolhouse. In some districts, at all events, this mistake appears to have been largely influential. The effect was decidedly bad. In most cases the Maoris could see at a glance that their schools were far inferior to those put up for the European children. The Maoris do not like to be slighted, and they took umbrage at what they considered humiliating treatment. They were well aware that in the main they contributed to the revenue just as other people did, and, no doubt, thought that they ought to get the same kind of value for their money. In the early days, too, the residences of some of the teachers were altogether inadequate for their needs; there were cases—extreme ones—in which teachers with large families had no more living accommodation than was afforded by two small rooms attached to their schoolrooms. One finds little difficulty in believing that the civilising influence of such school residences was but small. At the present time our schoolhouses, residences, school-glebes, and gardens are turned out of hand in such form that teachers and committees alike may take a real pride in them. It may be added that our school furniture, which twenty years ago was common and poorly adapted to its purpose, is now, besides being pretty uniform, neat and handy and well up to date.

Just here, perhaps, the financial question comes in, How could all these improvements be paid for without unduly increasing the cost per head of the education of Maori children? For our present practical purpose it may suffice to say that our cost per head is now very considerably less than it was years ago. The increased average attendance far more than neutralises the increased average expense resulting from the improvement in the accommodation. A few figures will show how great this increase has been: At the beginning of 1880 the total number of children "belonging" to the schools was 1,336; at the end of 1899 the number was 3,065. The strict average for 1880 was 1,171; for 1899 it was 2,435. Thus it will be seen that the attendance has been considerably more than doubled. It may be remarked incidentally that the increase here shown is a rather striking one, seeing that it has taken place among a race supposed by many to be losing heart and dying out. It is worth mentioning, too, that these high numbers have been secured in a year remarkable for the frequency and severity of epidemic sickness in Maori settlements.

The organization of our schools is altogether different from what it used to be. The introduction of a standard system was really a first-rate improvement. It gradually induced the teachers to direct their efforts towards the attainment of definite ends. Next came the perception of the

advantages to be derived from classification of children with reference to the ends that they were capable of attaining, and consequently were xpected to attain. Gradually all other bases of classification—such as size, age, importance of parents of pupils—became quite obsolete, and classification was made to depend on educational considerations alone. Time-tables also were gradually improved. Due proportionate attention was given to the various subjects. Slowly but surely approaches were made to strict observance of time-table precepts. From time to time, as the schools have been able to bear the change, the standards have been raised, and the incidence of effort on particular subjects has been changed in accordance with the improved ability of the children and the increased skill of the teachers. Also the Department has seen fit from time to time to make changes in salaries, holidays, apparatus, etc., or to remove pressure here and bring a stimulus to bear there, in ways that seem to have led in the end to greatly increased efficiency. It may be added that while uniformity has been striven for as a real good, endeavours have been made to avoid as far as possible pedantic demands for conformity to one stereotyped plan. Where a teacher shows power and originality the display of these is welcomed, even if it lead to considerable aberration from the usual course.

It is not necessary to deal at length with the subject of discipline in the Native schools. I said in my report for 1880, "Maori children if properly dealt with are very easy to manage. They take great interest in their work when taught intelligently, and they are seldom disposed to be either sullen or disorderly." I see no reason to change the views thus expressed. Discipline, it may be added, depends very largely on the personal disposition and characteristics of the master. One man is a good disciplinarian and another is not, and there, for the time, is an end of the matter. The man with the negative qualification, however, is in many cases susceptible of indefinite improvement, and may in the end succeed in passing over into the ranks of good disciplinarians; but the capacity for doing this implies, on the one hand, a latent power of self-control and faculty for concentrating attention and effort on the particular business on which one is engaged. There is nothing so likely to develop these latent powers as a thoroughly sound school organization On the other hand, if a teacher is lackadaisical, or flighty, or incapable of taking interest in his work, he is most unlikely to be a good disciplinarian, even though he may by means of something very like cruelty be able to secure a death-like stillness in his schoolroom. It is, I believe, right to say that although our discipline is not always and everywhere quite what could be desired, yet under the influence of improved organization many inexperienced teachers who formerly failed to maintain good discipline have come over into the ranks of competent disciplinarians.

In one way and another the thoroughly incapable teacher has been induced to leave us, the effective, if somewhat latent, eliminative agency being always the organization that has been gradually getting itself evolved in connection with our Native-school work; it is just this, too, that has tended to exclude from our ranks persons altogether unlikely to become competent and successful teachers.

The only other matter that requires treatment is the improvement in the instruction given in Native schools—its nature and effects. There are two points that should be briefly dealt with before an attempt is made to treat, with some completeness, the thesis to be maintained with regard to Native-school instruction—viz., that it is now, all things considered, very satisfactory. The two preliminary questions are—(1) What are the cardinal Native-school subjects? (2) What ought to be the limit to our expectations with regard to Native-school work?

The cardinal subjects—if there are such—are certainly those on which success in teaching the other subjects entirely depends. Now, Maori children who can read and speak English with fair fluency can learn arithmetic and geography just as well as European children can; these, therefore, may for our present purpose be considered quite secondary subjects. It might, perhaps, be objected that Native-school children cannot, in fact, treat the public-school standard arithmetic cards as well as European children can; but the truth of this statement would entirely

depend on the knowledge of English possessed by the Maori children referred to. The truth is just as I have stated it: Maori children that know English do arithmetic quite as well as English children of similar age and general mental development. The reason of this will be shown later on. Writing correctly from dictation is, I believe, the only other cardinal subject. In our efforts, then, to make the attainments of our Maori children approximate to those of well-instructed European children we have to bestow our most careful attention on English, reading, and writing from dictation.

In reply to the question as to what is the upper limit of efficiency for Native schools, I should say that we have no right whatever to expect Maori children in a Maori district—hearing in many cases no more English than that spoken by their teachers and by occasional visitors—to speak and write English fluently after being at school as "Preparatories" for two years, and in due course afterwards passing four standards. It must be remembered that for Maori pupils living in a settlement there is no complete break in the use of their mother-tongue as there is in the case of English boys sent to a French or a German school. In such cases the mother-tongue almost disappears, and the pupil has to concentrate attention on the language that is constantly being spoken around him. Our Maoris on the contrary, spend four hours a day in school; during this time they hear good English. Perhaps, also, they spend an hour in the playground, where a kind of English is spoken, the educational value of which is very small. All the rest of their time is spent in the settlement, where they hear Maori, and generally Maori only. These being in the main the conditions under which English is taught to Maoris in Maori districts, it would almost seem that if clever young Maori boys and girls are, at the age of thirteen or fourteen, able to translate an easy piece of Maori into decent English, to correct grammatical errors in simple English sentences, to write a brief letter on some particular subject, to read and understand a tolerably advanced English book, to speak and understand ordinary English, and to write from dictation with considerable correctness, they do remarkably well. It is found that boys and girls of similar age who have attended European grammar schools or high schools very often fail to do as much as this with French or German, to say nothing of Latin. It seems, then, that, instead of setting the upper limit of our Native-school attainment at the ability to wield English as well-educated English children wield it, we should, perhaps, take the less prejudiced and empty-headed plan of asking our teachers to endeavour to bring *all* their Fourth Standard pupils up to the state of efficiency now reached by their best pupils, or, if this should be considered too severe, to set themselves the task of making *all* their pupils capable of dealing with English as well as grammar-school pupils of thirteen or fourteen deal with French or German.

Now that the ground has been cleared to a certain extent, an attempt may be made to show what is the nature of the improvement that has taken place in Native-school instruction during the time that the Education Department has had charge of it. At the beginning of Native-school work in New Zealand the only available plan was to follow closely the old-fashioned methods in vogue. These methods, unintelligent as they were, had to be used without any exact notion as to the effects they would produce; still less was there any distinct aim. Now, just here was the point where a divergence took place. The new management knew as little as the old what the aim ought to be, what the necessities of the case were. The difference was that strong determination to solve the enigma was brought to bear on it. In the first place, then, it was found that chaos rather than cosmos prevailed; only one thing was clear—until light should come any system was better than none. Therefore a rough-and-ready attempt was made to draw up standards, to devise a time-table scheme, and to get a workable code of rules based on such experience of the past as was available. These measures soon began to effect improvement in some directions: above all, a certain amount of light began to dawn, it became possible to see in what directions we were actually moving, and in what directions we ought to be moving.

Soon a great mistake was corrected. It had been taken for granted that

generally it was right to make some allowance for the fact that our pupils were Maoris, and that it was unreasonable to expect Maori children to do as well as English. For instance, in the case of reading it was thought absurd to expect thoroughly good pronunciation from Maori children. Hence we allowed ourselves to be contented with third- or fourth- or even seventh- or eighth-rate reading. The light-giving thought that corrected this mistake was that we ought to be content with nothing but the best, whether our pupils were Maoris or Europeans; that if we failed to get it at first, we ought to go on trying till we did get it. Many of our teachers took up this idea and made full use of it. At our examinations an "excellent" mark is used. It is given for first-class work only, and it is now very often secured by our Maori pupils for reading that is excellent so far as it goes.

The next fruitful idea was that English is our most important subject. Of course, English always has great intrinsic importance, but it is also the master-key to arithmetic, geography, and other subjects. It had been found that children strong in English were strong in the other subjects; also that inability to deal with simple problems was entirely owing to inability to make out what the English statement of them meant; the proof of the correctness of this view was found in the fact that problems given in English and found impenetrable were quite within a pupil's reach when given in Maori.

The next feature developed is connected with the principle stated above, that nothing but the best should be judged thoroughly satisfactory. It was recognised that this principle might with very great propriety be applied to handwriting, seeing that Maoris have special faculty for this branch of school work. It is now being done with success.

What was, from our Native-school point of view, an important discovery dawned upon us in connection with the teaching of arithmetic; it was simply that problem work could be most effectually taught if taken in connection with *vivâ voce* arithmetic. This, again, was a development of the principle that success in teaching arithmetic very largely depends on success in teaching English. What may be called the mathematical thinking in connection with arithmetic presents little or no difficulty to ordinarily intelligent Maoris; the meaning of English questions of a necessarily somewhat obscure character is an altogether different matter.

The latest and perhaps most important principle that has come to light is that if Maori children are to thoroughly master the difficulties of the English language they must begin young. In a more practical form the principle amounts to this: that if children do well at the "preparatory" examination, and make a very strong pass in reading and English when they go through their First Standard examination, they seldom have any trouble in afterwards passing all the standards well. The reason for this is very obvious, but the principle took long to discover nevertheless. Generally it may be said, that if teachers put really hard and intelligent work into the first two years of the training of their scholars, they will be well repaid throughout the whole course for the trouble they have taken.

The adoption of these principles, which now seem quite simple and even obvious, has rendered frequent alterations in the code and changes in the modes of teaching necessary, as well as in the scope and general direction of our work. It must at times have seemed to the teachers that as fast as one difficulty was mastered by them a new one was discovered and set up in place of the old one, and that there was no finality; nevertheless, they have as a body followed the lead most loyally and heartily, and in numerous cases teachers have given hints and indications that have been of very great utility—have pointed out how another turn might be given to the screw! It seems to me that we have now secured a satisfactory standard of efficiency—that is, that the objects at which we aim are in the main what they ought to be, and that nothing more than changes in mere detail will be necessary. Such changes will tend to follow the success that we may achieve, and they will be of the nature of closer approximation to the public-school model, with probably a strong bias towards technical educa-

tion. Indications may be seen in many districts of growing desire for such education.

It may be added that the Department has long given a kind of technical scholarships which have proved to be of a more or less serviceable character. There is, however, plenty of room for expansion in this important direction, and there are many indications of its being about to take place. Of course, such changes ought to be made with great care, and not to involve starting before one is ready.

It is, of course, one thing to have good aims and another to secure what is aimed at; but there is much real ground for satisfaction with what has been done. Thirty of our eighty-eight village schools deserve to be called "very good," while eleven of these are excellent. Of the remaining schools a large proportion are doing solid work of one kind or another, in spite of some considerable drawbacks that prevent them from reaching the front. The cases in which radical change and improvement are urgently needed are but few.

To conclude, I may draw attention to a rather singular feature of our Native-school work; it is just this: Other educationists become more indispensable in proportion as they are more successful; we Native-school people become less and less necessary in proportion as we thoroughly succeed in performing the work that we have in hand. There is another peculiar circumstance connected with our teachers' operations: Although Native-school teachers are as hard workers and do as intelligent and certainly as noble work as any in the country, there is a tendency in some quarters to hold this work cheap, and even to look down upon the workers. But then, such views are not characteristic of those best qualified to have views on the subject, and so, perhaps, this little difficulty does not matter very much.

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THE SYSTEM OF EDUCATION IN CEYLON.

I. Primary Education.

For very nearly half a century after the British occupation of the Island in 1796 Government control of public education was restricted to the few schools supported entirely from the public revenues. The Archdeacon of Colombo, under the title of "Principal of Schools and King's Visitor," had the sole supervision of these schools for upwards of thirty years. They consisted of a few English schools established by Government in the principal towns, and the vernacular schools that had been established by the Dutch and taken over by the English Government when the Island capitulated to them. An expenditure from the public revenues of not more than 2,000*l.* a year was incurred for the maintenance of both these classes of schools. Such efforts as the various missionary bodies were even then making for the instruction of the people, both in the vernacular of the country and in English, were left unrecognised. In 1834, on the report of the "Royal Commissioners of Inquiry" who visited the Island in 1830, and with whom some of the most important administrative reforms in the country are associated, a "Commission" was established for the supervision and control of the Government schools that then existed. But no account was even on this occasion taken of the much larger number of Mission schools, both English and vernacular, scattered throughout the Island, which, from statistics given in the "Ceylon Government Calendar," were in the proportion of 7 to 1 compared with the Government schools. Administration.

Of this "Commission," composed principally of the Episcopal clergy resident in Colombo, with three of the leading Government officials in the metropolis as additional members, the Archdeacon was made President. Sub-committees, consisting of the Government Agent, the district judge, and the clergy resident in each station, were also established at Colombo, Kandy, Galle, and Jaffna.

In 1841 this "Commission" was dissolved, and a re-modelled board, entitled the "Central School Commission for the Instruction of the Population of Ceylon," was established in its stead. The new board was less clerical in its constitution than its predecessor, four members out of the seven of which it was composed being laymen. Under this "Commission," which in some measure recognised and aided private educational effort, unlike the body it superseded, considerable progress would seem to have been made. But it was *ab initio* doomed to the failure inevitable to all such amateur boards. It started with vague aspirations and an undefined area of possible administration and organization. It had no central responsibility, and therefore no central coherence. The labour was essentially volunteer and the

results spasmodic. The conviction, therefore, began to gain ground that the efficient control of the education of the country could not longer be assured at the hands of such a board. Accordingly, as a result of a motion carried before the Legislative Council in 1865, a committee of three official and two unofficial members of that council was appointed "to inquire generally into the state and prospects of education, and to suggest such improvements as seemed to them advisable."

On the report of this committee, the "Central School Commission for the Instruction of the Population of Ceylon" was dissolved, and in 1869 the administration of education in the Colony was centralised in a department entitled the "Department of Public Instruction," with an officer at its head styled the "Director," directly responsible only to the Governor. And this is the form of administration that obtains at the present time.

Among the reforms suggested by the committee of the Legislative Council referred to above, and adopted by Government, was the removal of the restrictions that, at a later stage in its administration, were enforced by the "Central School Commission" in regard to the religious teaching and the use of text-books in aided schools, and which resulted in the relinquishment by certain missionary bodies of the aid they formerly enjoyed. The difficulty was apparently sectarian. The new policy was essentially unsectarian.

The system of payment by results, impartially for all aided schools for secular instruction only, was also, on the recommendation of this committee, brought into operation by the new Department of Public Instruction instead of the old rules, under which it was found impossible for all missionary bodies alike to accept aid from Government for their educational work.

With this concession to missionary feeling in particular, the number of aided schools rose within one year from 21 to 229.

The following statement shows, in quinquennial periods, the growth and development of school work since 1869 under the new system of administration, and affords irresistible proof of the wisdom which accepted the advice tendered by the sub-committee of the Legislative Council, and substituted for the original controlling agency of "an unwieldly commission deficient in promptness and responsibility," "a single responsible officer amenable like the heads of other departments to the Governor":—

——	1869.	1874.	1879.	1884.	1889.	1894.	1897.*
Departmental Schools	64	243	372	431	440	468	474
Aided Schools	21	595	814	814	938	1,042	1,172
Total	85	838	1,186	1,245	1,378	1,510	1,646

* For figures for 1898, see Supplementary Notes (i).

A glance at the above table will bring into prominence the further fact that the extension of Departmental schools had ceased by 1879 to advance at the rapid pace of the ten years that preceded it. The number of Departmental schools established annually never fell below 100 before 1879, while the average for the years that followed it never exceeded 30. As evidence of the stability of private enterprise and of the firm root it had taken under the new system which fostered it, these figures are in the highest degree instructive. The maritime parts of the country in particular were the most affected by the mission societies, who had thrown themselves with much zeal and vigour into the work. The Department was thus enabled to leave these districts almost exclusively in their hands, and practically retire from the sea-board for exploiting the more inland divisions where much pioneering work had to be done. And this confidence in the successful co-operation of mission agencies has been well sustained. For the last fifteen years the Central, North-Central, and North-Western Provinces, lying remote from the sea-board, have, without injury to the maritime provinces, received the almost exclusive attention of the Department, and with the co-operation of the officers of the Government, warmly seconded by the authorities of the village communities, a large number of Government schools have been established in these hitherto neglected parts of the country.

In 1879 the first step was taken in the direction of forming the country into inspectorates. Hitherto, the schools in all parts of the Island were supervised by two chief inspectors stationed in the metropolis. The Island was, however, from that year divided into three inspector's districts, the southern and western sea-board forming one, the northern and eastern a second, and the central district the third. In 1886 the southern sea-board was converted into a separate inspectorate, as the work in the Western Province was found by itself severely to tax the time and energy of one officer, with the result that the Southern Province, where the work of extension was proceeding apace, was somewhat neglected.

In 1884 by special legislative enactment the central Government was relieved of the responsibility of maintaining English schools in municipalities and towns with local government boards. These municipalities and boards were empowered to take over the English schools within their administrative limits, the Government paying the same grant-in-aid to these schools as they would to an ordinary aided school, the rest of the funds necessary for their upkeep being found by the municipality or local board. For this purpose an educational rate on municipalities was included in the enactment. This, however, had to be abandoned, as it did not prove acceptable, and the schools were ultimately handed over to the already existing mission agencies willing to accept them. The Government, however, did not relinquish its unsectarian policy. The present responsibility of the Department for the entire maintenance of schools

has been narrowed to those teaching the vernacular of the masses and to half a dozen Anglo-vernacular or bilingual schools in the more important villages. The provision of English education in towns has thus been left to private enterprise.

In 1896 a further administrative step of some importance was taken, and a Board of Education, consisting of eight members, was formed to advise the Director on such questions connected with the working of voluntary schools receiving aid from the public revenues as he might wish to take their advice upon. This board, of which the Director is the chairman, consists of one clerical representative for each of the three Christian denominations more largely engaged in educational work in the colony, viz., the Church of England, Roman Catholic, and Wesleyan. A lay member representing the interests of the Buddhists has also a seat at this board. The heads of the Royal and Technical Colleges, both Government institutions, and the chief inspector of the metropolitan province are the official members of the board. The functions of this board are purely advisory, and relate only to aided schools. (*See also* Supplementary Notes, (ii.))

467 vernacular schools and 7 Anglo-vernacular schools are entirely maintained by the Department; 121 English schools, 18 Anglo-vernacular schools, and 1,033 vernacular schools receiving aid from the Department are under its control. The number of children borne on the rolls of these 1,646 schools for the year to which this report refers, was 150,593, with an average daily attendance of 88,849, and a proportion under inspection to the population of 1 in 20. (For figures for 1898, *see* Supplementary Notes (i.))

Laws of school attendance

No special enactment for enforcing attendance at these schools finds a place in the statute book of the colony. In the large provincial and other towns, where the existence of municipalities and local boards attests to some measure of self-government, no rules bearing any reference to schools are yet to be seen among their bye-laws. The maintenance of a good attendance at the schools in these towns is therefore dependent entirely on the attractions the schools hold out and on the social influence of the teachers. In the schools where English is taught the attendance difficulty is less marked. The desire for a knowledge ot the language, which practically is the only avenue to remunerative employment of any kind, acts as perhaps the best incentive to punctuality in attendance that a teacher could desire; but to a very large proportion of the population of these large towns the vernacular is the only medium of instruction possible. In the absence, therefore, of legislation by which attendance can be made compulsory in town schools, the purely vernacular schools established within these limits for the poorer and lower classes are comparatively very thinly attended. In the various rural subdivisions, however, of the several revenue districts of the colony, rules making attendance at school compulsory are in

force under the law which regulates the working of village communities; but such compulsion in respect of attendance at schools as these rules enforce affects only the vernacular schools entirely managed and maintained by the Department. No aided school—that is a voluntary school receiving aid from Government—can claim the application of this rule in its favour. Nor can this be wondered at. The village committee, as a rule, represents feelings alien to those of the mission agencies, which seek to establish themselves in the district, avowedly with denominational ambitions. The members of the village committee are for the most part Buddhists, and naturally disinclined to lend their help to proselytizing aspirations. As regards village sectarian schools, they therefore remain aloof from coercion of attendance. The non-sectarian school is, as a rule, well supported by them.

With regard to Roman Catholic schools, the above remarks do not hold good. These schools, established as a rule in districts exclusively Roman Catholic, by reason of superior organization and of the inherent compulsion which the parish priests are enabled to bring to bear, are in great measure independent of the influence of village committee regulations, and many of the largest, best attended, and best equipped village schools represent this community.

One result of this feature of such local administration of education as is undertaken by these village communities is, that Departmental schools still continue to be the means of ensuring the instruction of the masses in the remoter and more inland districts in particular.

Speaking generally, the machinery by which these village committees enforce their rule of compulsory attendance is simple. The village schoolmaster submits his list of absentees, weekly or monthly as the local rule may require, to the village headman, whose duty it is, under the rule, to secure the appearance of the parents of the defaulting children at the communal court, to be fined or otherwise dealt with there according to the discretion of the president of the village tribunal.

Theoretically, this provision for the enforcement of compulsory attendance at school leaves nothing to be desired; but, practically, the same obstacles have to be contended with here that beset the working of the more elaborate laws enforcing compulsory attendance in more advanced countries.

Cost of education

The cost of education in Departmental schools is borne almost entirely by the Government. The only item of expenditure from which the Central Government is relieved is the cost of school buildings. These the village authorities have to provide and maintain, as a condition precedent to the establishment of the school.

The salaries of the teachers and the cost of equipment are borne by the Central Government. To this rule must be mentioned the exception of two large village English schools housed in public buildings erected at the public cost before 1883, when the whole expenditure on these schools was borne by the Central Government, and which, as public property, are still maintained in consequence out of the public revenue.

The cost to the Central Government of aided schools takes the form solely of a money grant-in-aid, measured by the results of examination of individual scholars in the individual subjects of instruction prescribed for them in a code regulating the instruction given in these schools (see Appendix A.). In so far as this payment affects vernacular schools, it is more than merely a grant-in-aid. A very large part of the cost of these schools may be said to be met out of this payment. The statistics available to the Department of the cost of its own schools make an approximate guess possible as to the cost of the same class of schools under voluntary management.

In respect, however, of aided English schools, the result payment, except perhaps in the case of the schools in the less important towns, is but a small fractional part of the expenditure of the larger and more important schools in the larger and more important towns. A revision of the scale, in the direction of a more liberal valuation of "passes" in the higher English schools, would most certainly make for more efficient work.

Fees.

In accordance with the almost universally acknowledged principle that primary instruction should be available to the masses free of all payment, no fees are levied in the Government vernacular schools of the colony, the masses being taken as represented in this country only by the Sinhalese- and Tamil-speaking peoples.

In the few Departmental Anglo-vernacular schools a uniform fee is charged. In the first five out of the eight standards over which the curriculum in these schools is spread out, the monthly payment is fifty cents. In the three other standards a rupee is charged.

In aided vernacular schools no fees are charged; but no condition precedent to the reception of a grant from the public revenues has imposed this procedure on the managers of voluntary vernacular schools. It would rather seem to be the outcome of their desire not to be fettered by a fee payment in their co-operation with the Government in the education of the masses. In aided English schools fees are charged without exception, though the same scale of payment does not, as a rule, obtain even in two schools of the same class and in the same locality. The rivalry is too apparent, and the tendency to undersell each other in the scramble for pupils inevitable. A sliding scale of charges is the rule, commencing in nearly all

but the weakest schools with one rupee or fifty cents a month in the lowest class, and ending with two, three, or four, and sometimes five rupees in the eighth standard, or the highest class, as the monthly fee. In a very few schools of the highest class in the chief provincial towns a maximum fee of ten rupees is reached. A minimum fee of two rupees is also charged in some of these schools. But these charges are exceptional.

Voluntary subscriptions. How far voluntary subscriptions contribute towards the maintenance of the schools not managed entirely by the Department it is difficult to say with any certainty. Individual munificence is not unknown, and there are cases of schools, both vernacular and English, being maintained at the expense either of one philanthropic individual or by small knots of individuals interested in the upkeep of the schools from a religious point of view. In no case, however, has this munificence been known to be of any appreciable duration. Government aid is diligently sought for, and when obtained the private contributions either cease at once or are gradually withdrawn till the school has, so to speak, learnt to adapt its expenditure to the income obtainable from Government. It must not be omitted to be mentioned here that the salaries of the missionary principals in the large mission colleges are always borne by the societies appointing them to these charges.

Endowments. Of English schools actually endowed by private munificence, there are but five instances in the country, and these are schools giving secondary education of the highest kind imparted in the Island. One has for its founder an Anglican bishop of this diocese. Two others, one for boys and one for girls, were established by the wealthiest native gentleman in Ceylon to commemorate the visit to the Island of the Prince of Wales in 1875. The fourth owes its existence to the praiseworthy ambition of the Roman Catholics of the Island to have a school of their own of the highest class; and the fifth, in Jaffna, to the enterprise of the Tamil Protestant Christians of the north. But all these institutions, with the exception of the one in Jaffna, accept pecuniary aid from the Department of Public Instruction on the result system for their elementary work, and compete for the scholarships and money payments awarded by the Department for the promotion of secondary education.

Private schools. Of private English schools wholly unconnected with the Department, and therefore outside the State system, the number actually recognised by the public as deserving of support is few. In the metropolis of Colombo three such schools exist. One is a boys' school, tolerably well organized and fairly well supported by the public. But it is of very recent establishment; and as it professes to impart secondary education of the same quality imparted in the higher schools at cheaper rates, it has attractions for the classes less able to pay the higher rates of tuition demanded in the older and better recognized institutions. The

two others are girls' schools following curricula of their own and sending up their advanced pupils for the Cambridge local examinations, at which one of them at least has met with a fair share of success. In the Central Province, at Kandy, the Church of England maintains an English school for girls, from which students have competed with success at the local examinations of the University of Cambridge. A few English schools on a smaller scale and unconnected with the Department are maintained by various missionary bodies in the interests of their adherents, even though the attendance is nowhere large enough to enable them to be enrolled under the Department. Private English schools, conducted with no special regard to discipline and organization, afford native young men who have just passed out of school a small livelihood till something more remunerative is obtained. The number of such schools for the Island may be put down at forty.

Private primary or vernacular schools with any pretension to organization do not exist in any very large number outside the State system.

The number of unaided vernacular schools, as given in the returns forwarded to this Department by missionary and private managers and the Government agents and their assistants, is 2,280.* But from this number should be deducted the purely indigenous Sinhalese schools attached to Buddhist temples and the Koran schools, numbering respectively 1,516 and 264, leaving 500 schools to be accounted for as private schools. Of this, nearly a third may be said to be maintained with a view to enrolment under this Department, when the conditions of attendance, &c., have been fulfilled. Mission societies also maintain in addition smaller schools as ancillary agencies at several centres of their work. These schools are too small ever to be registered as aided schools, and yet too useful, from the missionary point of view, to be abandoned. Their number may be said to stand at about 60. In the Northern Province alone the returns give 157 unaided non-Christian schools, with an attendance of 2,867, or an average of 18 pupils to each school. The number of similarly small private schools scattered throughout the Sinhalese-speaking districts of the Island may safely be taken as making up the difference of almost 150. These non-Christian private schools, except those maintained with a view to enrolment under the Department, are conducted on the primitive methods of the *Guru*. But whenever State aid is expected the regulations laid down in the revised code for aided schools are closely conformed to. Two schools established very recently by a Sinhalese gentleman of Colombo at his ancestral seat in the country must, however, be excepted from this category. They are conducted in conformity with Departmental rules, and though receiving no pecuniary aid are, at the special request of the founder, examined annually by the officers of this Department.

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* For figures for 1898, *see* Supplementary Notes (i.).

And in nearly all the Buddhist temples scattered throughout the country instruction is still given in reading out of the ancient *ola*, or palm leaf, manuscript books, and in writing on tablets strewn with fine sand. Efforts have been made, since the constitution of the Department of Public Instruction on its present basis, to bring these indigenous schools within the circle of Departmental influence, but without success. A Buddhist college, established in the metropolis for the instruction and training of Buddhist priests, has even been subsidized by the Government, and instruction in elementary arithmetic added to its course of Sanscrit, Pali, and the higher Sinhalese, in the hope that when the student monks had completed their professional and linguistic studies in the college, and had taken orders and entered on the charge of temples, a new departure might be taken under their auspices, and the course of instruction in the village temple schools under their management even somewhat assimilated to that of the primary schools recognised by the Department. But temple schools still prefer to stand upon their ancient ways and to adhere to their traditional methods. All efforts at the introduction of such a useful subject as arithmetic are passively resisted, and reading is still confined to ancient books, which it is of little practical use for the pupils to study. With the steady extension, however, of primary Departmental schools in the vicinity of these temples, attendance at these schools has considerably declined, and the recipients of such instruction as is still given by the priests are seldom more than a dozen lads, some of them engaged in the temples as servants, and others drawn thither by the prospect of a breakfast at midday, a meal of uncertain recurrence at their own homes. **Temple Schools.**

The inspection of all these schools, both Departmental and aided, is carried out by four chief inspectors and thirteen assistant inspectors. To ensure the more effective supervision of these schools the Island is divided, as stated above, into four inspectors' districts. The present management is as follows:— **Inspection.**

Central Division:—Population, 1,029,091; area, 12,454 square miles; number of schools, 315 (including the Central, North-Central, North-Western Provinces, and the Province of Uva); senior chief inspector and three assistant inspectors.

Western Division:—Population, 1,021,159; area, 3,333 square miles; number of schools, 670 (including the Western Province and the Province of Sabaragamuwa); chief inspector and six assistant inspectors.

North-Eastern Division:—Population, 467,740; area, 7,400 square miles; number of schools, 447 (including Northern and Eastern Provinces); chief inspector and three assistant inspectors.

Southern Division:—Population, 489,799; area, 2,146 square miles; number of schools, 214 (including Southern Province); chief inspector and one assistant inspector.

For the due examination of all their schools the chief inspectors are held responsible to the Department; and to ensure the work of examination being carried out with ease and efficiency, and with a due regard to economy in the expenditure incurred, the schools in each group are assigned a particular month for their annual examination—in aided schools for the determination of the grant payable, and in Departmental schools for the annual report on the working of the school that has to be submitted for the information of the Director. Chief inspectors are required to submit for the approval beforehand of the Director quarterly programmes of their work, their assistants submitting similar programmes for the timely approval of their respective chiefs. With the final approval of these programmes by the Director, dates of examination are communicated to the managers of aided schools and the head teachers of Departmental schools. Frequent surprise visits of inspection to all classes of schools form a chief part of the chief inspector's duty. The examination of the English schools in his district devolves upon the chief inspector alone, and this duty cannot be delegated to a subordinate officer.

Appointments to the Inspectorial staff, when made by the Governor in the Colony, are always on the recommendation of the Director. Chief inspectors have, however, been appointed direct from England in the past. But since the knowledge of at least one of the vernaculars of the country was made a necessary qualification for the office of chief inspector, this appointment has of late years been oftener made in the Colony.

Assistant inspectors have always been men born in the country, and have in nearly all instances been selected from among those teachers of Departmental English schools who had received a three-year course of training at the English Normal School that till 1883 was attached to the Department. In selecting assistant inspectors it is assumed that an efficient knowledge of the vernacular, in addition to a practical acquaintance with teaching, adds much to the practical knowledge of their work. The duties of these assistant inspectors are at the present time limited to the examination of vernacular schools. They also take a leading part in examining in the vernacular subjects of the Departmental examinations for teachers' certificates and license.

Instruction in singing.

Singing as a subject of instruction has not yet been formally recognized by the Department. Its recognition generally, except amongst town English high schools, may be described as most rudimentary or practically non-existent. The ambition of native minstrelsy rarely varies beyond a monotone. In the larger girls vernacular boarding schools under missionary management in both the Sinhalese and Tamil divisions of the country fairly systematic instruction is, however, given whenever the principal of the school happens to be a European or an American lady. Some of the native young women who pass out from these

schools and are placed in charge of village schools are occasionally known, *mero motu*, to make singing a subject of instruction, albeit a very subsidiary one. Singing, however, though not a special subject of instruction, forms yet a regular part of the opening and closing exercises in girls' English high schools. But village children among the Sinhalese and Tamils have yet to be broken into the self-control necessary to enable them docilely to submit to the initial teaching in this subject.

Cookery. Cookery is recognized as one of the "trades" to be taught in aided industrial schools for girls. It has now been included in the Code for these schools for the last five years. Only four schools have as yet taken it up as a subject for instruction. In the absence of any manual on the subject, the lessons given are not in the form of lectures, but the girls are, under skilled supervision, taught how to cook with their own hands, principally on European methods. English and native cookery are widely divergent in their methods, and the great majority of the girls in attendance at these industrial schools are Sinhalese and Tamils. Instruction, therefore, that does not seem likely to be serviceable for home life in a village is not appreciated. European cookery must so far be regarded as an exotic.

Domestic economy. Domestic economy is also included in the Code for aided schools as a specific subject, and can under the regulations be taught only to the two highest classes in a school. As a subject of instruction it is popular with all the higher girls' English schools in the large towns, but in vernacular schools it has not met with much acceptance, for the reason perhaps that the teaching of the books in use does not bear very much on ordinary daily native life.

Drawing. Drawing as a subject of instruction finds no place in the curriculum of Departmental schools. Pupils may be presented in this subject in aided schools as a specific subject of instruction. Three stages of examination are laid down in the Code, and are described as follows:—

Stage I.—Freehand drawing from flat examples.

Stage II.—Freehand drawing from models.

Stage III.—Perspective.

Till now the teaching in this subject has been confined to aided English schools, in some of which the teaching has been so efficient as to enable the pupils to obtain the mark of distinction at both the Cambridge Senior and Junior Local Examinations. No certificate of ability to teach is demanded from the teacher of drawing. The reason why the subject is not taken up in vernacular schools may be found in the absence of the ability to teach it on the part of those in charge.

Manual training No provision for the encouragement of manual training in the strictest sense exists in the country. The teaching of improved processes in arts already practised, or such education of the hand and eye as would make more skilful and capable workmen

in their own art, has as yet found no place in our system, and for the reason perhaps that the demand for such instruction does not exist, such arts and industries as are indigenous to the country and capable of improvement being few in number and of the humblest character.

Drill and physical exercise. In the large English schools in towns physical exercise receives due attention. The boys are encouraged to take part in such games as cricket and football, and inter-collegiate tests of skill in cricket at least are of annual occurrence and promote a healthy *esprit de corps.* Gymnasiums on a small scale are also a part of the equipment of some of the larger English schools. In the colleges in the metropolis the drill sergeant is, besides, a permanent member of the staff, but, for the want of adequate playgrounds attached to the schools themselves, efforts in the direction of promoting the physical health and the development of the children in attendance are in most schools much restricted. Some large schools are built in crowded localities, and have practically not an inch of ground capable of being utilized for school games. With all these drawbacks, however, the importance of physical exercise is not lost sight of in schools of the higher grade, the smallest facilities being readily availed of for such exercises as are possible within the limits at disposal. In vernacular schools in country places the movement is still in its infancy. In the Departmental vernacular schools, however, drill instruction within the last three years has been made compulsory, the extension motions and orderly marching being fairly taught as a first stage in the process. The growing popularity of the subject with native village masters may in some degree be gathered from the fact that a translation with illustrations into the Sinhalese vernacular of the manual on the new physical exercise as practised in the English Army has found much acceptance. In aided vernacular boys' schools drill instruction of even the most elementary description is very rarely met with. It might perhaps tend to the encouragement of instruction in this subject, and thereby to the gradual acknowledgment of its importance in these schools, if the result payment now awarded by the Department in augmentation of salary to trained teachers of aided schools holding first-class certificates were made conditional on the provision of instruction in drill or other suitable physical exercises in their school.

In girls' English schools in the large provincial and other towns musical drill finds favour, but systematic drill instruction has not yet found a place in the curriculum of these schools. In girls' vernacular schools in country places instruction in physical exercises is looked upon with positive disfavour by parents, and is objected to as not in their opinion being consistent with the modesty of deportment that should characterize girls. Oriental prejudices of this kind die hard. Western methods of promoting the bodily development of the girls in our country schools at least must therefore for the present stand indefinitely postponed.

No religious instruction is recognized by the Department of Public Instruction. In Departmental schools it is not permitted. In aided schools the Department takes no cognizance of it. But three hours are required to be devoted daily to secular instruction exclusively. **Religious instruction.**

Of the few elementary English schools for boys still entirely under the control of the Department, trained teachers are in charge, appointed to their offices by the Governor on the recommendation of the Director of Public Instruction. Their salaries range from Rs. 480 to Rs. 1,200 per annum, according to the class of certificate they hold. A certificate of the third class entitles the holder to a salary of Rs. 480 per annum, a certificate of the second class enables a teacher to start with a salary of Rs. 600 per annum, and a certificate of the first class gives him a minimum salary of Rs. 1,200 per annum. Certificates of the second class were issued after examination on the expiry of the three-years course of training at the Normal School that existed till 1883. Those students at this examination who failed to obtain 50 per cent. of the examination marks, or who showed conspicuous weakness in any one of the subjects, reading, writing, arithmetic, and school management, were awarded a third-class certificate, on which no higher salary than Rs. 480 per annum is at any time earnable. Teachers holding second-class certificates could be awarded increments to their salaries for good work and good reports earned at the annual examination of their schools till Rs. 1,100 is reached, and after ten years' good service they could claim a first-class certificate and the higher salary of Rs. 1,200 per annum, subject to the approval of their work by the Director. Up to the year 1883, when the Department ceased to be responsible for the entire management of English schools in municipal and local board towns, first-class certificated teachers had one appointment of Rs. 2,500 per annum, and six of Rs. 1,200 to which they could aspire. Teachers with second-class certificates had 31 appointments, with salaries ranging between Rs. 600 and Rs. 1,000 within their grasp. Twenty-five assistant masterships, carrying salaries of Rs. 480 per annum, held out opportunities for teachers with third class certificates. **Teachers, their training, appointment, and mode of payment.**

To the Normal School for the training of male teachers for English schools was attached a department for the training of male teachers for the vernacular schools, under the immediate supervision of the head master of the English department. These trained teachers were appointed exclusively to the charge of Government vernacular schools. The course of instruction, in all respects similar to the English course, extended, like it, over three years. On the expiry of this time a final examination for the award of certificates was held, the second and third class certificates being issued under the same terms and conditions as obtained in the English department of the Normal School.

Teachers holding third-class certificates were entitled to a salary of Rs. 180 per annum. Teachers with second-class certificates started with a salary of Rs. 240 per annum, which by increments depending on their success in maintaining efficient

and well-attended schools could be raised to Rs. 420 per annum. These trained teachers with second-class certificates, after an uninterrupted service of ten years, became eligible for first-class certificates, carrying a minimum salary of Rs. 432 per annum, "provided their conduct and efficiency be approved by the Director." Teachers holding first-class certificates were enabled by increments, depending as before on their success in maintaining efficient and well-attended schools, to reach a maximum salary of Rs. 600 per annum.

All certificated teachers, men and women, in Government English and vernacular schools, receive, in addition to their salary, what is called a "bonus" on the results of the annual examination of their schools. This payment is dependent on fairly stringent conditions, and therefore whenever awarded may be taken as a recognition of really efficient work. To begin with, 80 per cent. is demanded of the maximum of passes obtainable at the annual examination. This percentage is reduced to 70 when fifteen or more children are presented for examination above the fifth standard, where the subjects are more in number and comparatively more difficult. Sixty-five per cent. of the number of the children on the rolls on the day of examination should be the average daily attendance of the year, and 65 per cent. of the children examined should be in the standards, that is, above the lowest or the "alphabet class," as the children below the first standard are departmentally known. Under these conditions 5, 10, 15, and 20 per cent. of the teachers' salaries is rewarded as a "bonus" when 50, 80, 120, and 200 children are respectively presented for examination. Head teachers of Government vernacular schools are allowed a further "bonus" for every registered pupil teacher who passes his annual examination: Rs. 20 for a pupil teacher in his first year, Rs. 30 for the second, and Rs. 40 for the third year.

Of the 512 teachers employed in Government vernacular boys' schools, 483 are either trained or certificated. The establishment of schools in very remote and inaccessible districts necessitated the employment of men with local influence. This circumstance accounts for the presence of the 29 uncertificated teachers in the service of the Department.

In 1883 the English department of the normal school was closed with the closure of the 21 Government English schools in municipal and local board towns. The arrangments above detailed for the professional training of the teachers for vernacular boys' schools continued, however, till 1886. About that time it began to be felt that the centralization of the students to be trained in a normal school in the metropolis narrowed the sphere of selection of students almost insensibly to the Western Province, in which the metropolis stands. Provision could not, therefore, be efficiently made to meet the peculiar conditions of the mountain or, as they are locally termed up-country districts of the Island, between the inhabitants of which and those of the lowland districts marked differences in customs and character

obtain. Kandyans, as this mountain population is usually termed, show a marked aversion to residence on the seaboard. Similarly low-country Sinhalese dislike work in Kandyan districts. As a result of this, the number of Kandyan recruits that could be beaten up for the charge of Kandyan schools always fell considerably below requirements. Kandyan schools had in consequence to be officered largely by low-country teachers. Estranged from their country and their relations, these men failed to permanently interest themselves in their new sphere of labour, and failed also, therefore, to make themselves acceptable to the people and to maintain well-attended schools.

Although separated by no physical barrier and though identical in customs and character with the people of the Western Province, young men from the Southern Province, too, could not be induced to join the normal school at Colombo. To ensure the first element in a vernacular teacher's success—local influence—the Colombo vernacular training school was closed, and three other schools on a smaller scale, located in three separated Provinces, were started in 1886. The best of the native teachers turned out of the old English normal school were selected and placed in charge of these new schools. The period of training at these provincial schools was reduced to two years, and the course of instruction made somewhat more elementary than before. Admission to these schools is open to pupil teachers and students of Government vernacular schools. These are the arrangements now in force for the professional training of teachers for Government vernacular schools, with the only difference that the training school in the Southern Province has been closed, as with the rapid extension of aided schools, especially in the maritime districts, as large a number of trained teachers for Government vernacular schools was not necessary as before. It has only to be added in this connection that an uncertificated teacher may take out a third class certificate by passing the first year's examination of these provincial training schools as he did before 1886, by passing the intermediate examination of the normal school, and a teacher with a third class certificate may now take out a second class certificate by passing the final examination of these training schools, as he was enabled to do before 1886, by passing the final examination of the normal school.

No training schools for women teachers for Government girls vernacular schools exist in connection with the Department. Since 1882, however, an examination for women holding office as teachers of Government vernacular schools, and for others desirous of taking service under the Department as such, is held annually, with a syllabus of subjects in all respects similar to the syllabus of Government training schools for men, except that slightly less proficiency is demanded in arithmetic, while needlework and domestic economy are included among the subjects of examination. This examination consists of two parts, one enabling the successful candidate to take out a second class

certificate and the other a third class certificate. A second class certificate entitles the holder to all the privileges which a similar certificate confers on a male teacher. Holders of third class certificates are entitled to the same salary as male teachers holding the same certificate, and may make themselves also eligible by passing the higher examination for the higher certificate, the higher salary and the other privileges accompanying the higher certificate. From the present year a first class certificate can be earned by a female teacher holding a second class certificate after an uninterrupted service of ten years, "provided that her conduct and efficiency be approved by the director." By the establishment of this examination 97 teachers in Government vernacular girls' schools have been enabled to take out certificates, leaving at the present moment only 15 uncertificated teachers in service. No uncertificated woman is now appointed to a Government girls' school save under very exceptional circumstances.

No new aided vernacular boys' school can now be registered under the Department unless the head teacher holds the necessary certificate or licence: a second class certificate or a first class licence if the school is a middle school, that is, if children are taught above the fifth standard of the Code. Schools teaching up to only the fifth standard are termed primary schools, to be the head master of which a third class certificate or a second class licence is a sufficient qualification.

To enable managers of aided schools to secure the services of certificated teachers, training schools under their management in Colombo, Kandy, Galle, and Jaffna are aided by the Department of Public Instruction. For the registration of an aided training school the only conditions imposed by the Department upon the authorities are, that the staff of teachers be sufficient in number and quality; that the managers should be able to guarantee the stability of the school, and that a practising school, under the same management as the training school, be either attached to, or within easy reach of the training school. A syllabus of studies for a two-year course appears annually as an appendix to the Code for aided schools. The grant in aid takes the form of a payment at Rs. 200 each for such a number of successfully trained students as shall be equal to 5 per cent. of the boys' and mixed vernacular schools under the management to which the registered training school belongs. This payment is spread over two years: Rs. 75 for success at the first year's examination, and Rs. 125 for success at the final examination. The examination of these schools is conducted by the officers of the Department.

The system of selecting, on the results of the examination for admission, the number of students for whose training the school is entitled to a grant, and appointing them Queen's scholars, and restricting the payment of grant to the success of these students, was in force for some years. But it was often found that these Queen's scholars belied the hopes that had been formed of them,

failed at their examinations, and deprived the management of the payments due on their training—a hardship accentuated by the fact that students not bearing this distinctive title succeeded in their examination and, but for the regulation limiting the payment to Queen's scholars alone, would have made up the tale of successful students necessary to ensure the money grant for the school. It was therefore decided to remove the restriction as to Queen's scholars, and allow the grant for any successful student until the number allowed to the school was reached

These trained students are awarded a second class certificate on passing the final examination of their school. No student is passed who fails to obtain 50 per cent. of the total number of marks and one-third of the marks allowed for any one of the subjects, reading, writing, arithmetic, and school management. A student who fails at the final examination and determines upon leaving the school is allowed a third class certificate, provided he has been successful at the first year's examination. It is competent, however, for such student to continue in school and compete for his second class certificate. Trained teachers holding second class certificates are given first class certificates after five years' satisfactory service under the same management.

No candidate under 17 years of age can be admitted to a training school, and a declaration from the manager to the effect that the candidate intends *bonâ fide* to adopt and follow the profession of teacher is a condition necessary to be fulfilled before admission.

Nearly every missionary body at all largely engaged in educational work maintains its own training school. But the training schools in the Sinhalese-speaking districts are feeble when compared with those of the Tamil districts, a distinction accounted for in the sequel.

To meet in some measure a difficulty that presented itself at the outset, of securing certificated and professionally trained teachers, and to make Departmental recognition of teaching ability somewhat more easily obtainable, especially for schools that could not by reason either of their inaccessibility or insufficiency of children find the higher salary of a fully-trained teacher, a concession was made to managers, and an easier examination for a licence to teach was instituted. Holders of these licences were to be considered qualified to hold the office of head teacher. What was in its inception intended only as a concession to meet a particular emergency has now ceased to be looked at in that light, and even threatens to undermine the existence of training schools. In the Sinhalese-speaking districts of the country in particular has this been the case, where the four training schools between them count 25 students for the 250 schools they are supposed to provide teachers for, and have to compete with at least an average of 35 men who each year take out these inferior certificates of ability to teach. From a purely educational point of view the evil is too serious to be acquiesced in.

In aided girls' vernacular schools, certificated teachers are not demanded as a condition necessary for registration. But with the growing popularity of the Departmental examination for certificates for women teachers, girls' vernacular aided schools in charge of uncertificated teachers are diminishing in number. Women candidates, besides, are not excluded from the examination for a "licence."

The Tamil-speaking part of the country, however, enjoys the proud pre-eminence of being the first to recognize the wisdom of training schools for women teachers. Three such schools, under the Church of England, Wesleyan, and American Missions, in connection with their large and successful boarding schools for girls in Jaffna, have now been in operation for upwards of ten years. These training schools are registered on the same conditions as those for men, and are also examined on the same syllabus of subjects for a two-year course without any distinction in favour of sex.

The number of successfully trained students, however, for whom the management of these training schools for women teachers can demand the grant allowed by the Department, is fixed at 10 per cent. of the girls' vernacular schools under the management to which the training school belongs. Two training schools for women teachers have within the last two years been established in the Sinhalese-speaking part of the Island in the Galle District.

Teachers in aided English boys' schools are now required to be certificated to entitle the schools to be paid their grants at the higher rates appearing in Schedule F of the Code (see Appendix B.). Where the majority of teachers are not certificated before the year 1900 the grants will be paid at the lower rate.

To enable these teachers to take out the necessary certificates, an examination under the auspices of the Board of Education mentioned above is held annually by examiners appointed by the Board. Certificates of two classes are issued on the results of this examination: a certificate of the second class qualifying the holder to be the head teacher of a middle school, and a certificate of the third class qualifying the holder to be an assistant teacher in a middle school or head teacher in a primary school.

No training school for teachers in English schools is maintained by any of the societies managing schools.

No information is available to the Department regarding the salaries paid to teachers in aided schools. Such a statement of receipts and expenditure in connection with each aided school as managers are required to send in annually to the Department, gives only the total amount expended on the salaries of the teachers employed, but at what rate each individual teacher is paid is not given. Each trained head teacher, however, of an aided vernacular school holding a first-class certificate is entitled, on a favourable report from the Inspector, to an annual payment

from the Department, in augmentation of the salary he receives from his manager. This payment is calculated on the results of the examination. Where 100 children are presented for examination and 80 per cent. of passes is gained, the head teacher receives a payment from the Department of 15 per cent. of the grant earned by his school; 10 per cent. of the grant earned is given when not less than 50 children are presented and 80 per cent. of passes is gained, and 5 per cent of the grant earned is paid on the presentation of not less than 30 children with the same percentage of passes. When, however, not less than 15 children are presented in standards above the fifth, a percentage of 70 is sufficient to ensure this payment.

Pensions to teachers.

Teachers in Departmental schools drawing annual salaries of 250 rupees and above are alone entitled to pensions under Colonial regulations. Every teacher entitled to a pension can claim it on the expiry of his fifty-fifth year. Pensions begin to count after the tenth year of service. Five years are added to the actual years of service in counting the period for which the pension is due, and one-sixtieth part of the annual salary of the officer retiring is allowed as an annual pension for every year thus computed. An officer compelled by ill-health to retire after the completion of ten years of service is entitled to pension, provided a medical board condemns him as physically unfit for employment in the public service. If the same cause makes retirement compulsory before the expiry of the tenth year of service, one month's salary for every completed year of service may be given as a gratuity to the teacher, if testimony is borne to good and efficient work by the Director. It is within the competence of the Department to call upon a teacher to retire who has completed his sixtieth year, and a teacher who has completed his sixty-fifth year becomes *ipso facto* incompetent for further continuance in the public service.

Pupil teacher

Pupil teachers are employed in both Departmental and aided schools. Pupil teachers for Departmental vernacular boys' and girls' schools are appointed by the Director on the recommendation of the head teacher. In submitting the application for a pupil teacher the head teacher has to submit the names of at least two of his most deserving pupils, recommending, as he may think fit, the one best fitted in his opinion for the office. No pupil's name can be submitted who has not passed in at least the fifth standard. To have passed in a higher standard does not disqualify a pupil from being nominated. A syllabus for a three-year course regulates the examination of pupil teachers. The first year's examination is conducted at the school to which the pupil teacher is attached on the day of the annual examination of the school. Pupil teachers of boys' schools in their second and third year are all examined on a fixed day in the month of July at centres convenient for the schools, the questions being prepared at the office of the Director and issued to the examiners presiding at the several centres. The questions are the same for all the centres. Pupil teachers of the

second and third year of boys' schools in two of the remote and outlying provinces and pupil teachers of all girls' schools are exempted from appearing at these central examinations. They are for the present examined, like first-year pupil teachers, in their own schools on the day of the annual examination. No pupil teacher can be presented for examination who has not completed nine months of service on the day fixed for the examination. A pupil teacher failing to pass the prescribed examination forfeits all claims to remuneration for the year's service. A pupil teacher failing at the first time may be presented a second time. A second failure entails discontinuance from office. No pupil teacher who has failed to obtain 60 per cent. of the marks assigned for each of the subjects, reading, writing, arithmetic, and school management, is allowed to pass. Sixty per cent. of the maximum marks should also be obtained to entitle a pupil teacher to pass. Pupil teachers who have passed their examinations are paid an allowance of 2·50 rupees, 3 rupees, and 4 rupees for each month of completed service, according as they have passed their first, second, or third years' examination. Pupil teachers who have passed their final examination are also awarded a third class certificate, and if not immediately employed as teachers are allowed to draw their allowance as third-year pupil teachers in their schools until such time as employment is found for them. Pupil teachers in Departmental schools are only appointed when the schools fulfil certain conditions of average attendance (*see* Appendix C.). Every pupil teacher is entitled to receive two hours' instruction daily from his master, and no more than three hours of work in school can be demanded from him.

Both English and vernacular aided schools which have maintained standards above the fifth for at least three years before the date of application are allowed pupil teachers on the fulfilment of certain conditions of average attendance in the school.

To entitle a school to one pupil teacher, the average number of pupils in attendance during the three preceding years must not be less than 40; for every additional 30 in average attendance during the three years immediately preceding the date of application a school will be entitled to an additional pupil teacher, but not more than two pupil teachers will be registered for any school during the same year.

Pupil teachers in aided schools are examined in their own schools on the day of the annual examination. A pupil teacher, at the date of registration, must not be less than fourteen years of age completed, and must have passed the fifth or a higher standard in reading, writing, and arithmetic, and at least one additional class subject. No pupil teachers can be presented for the first examination within nine months of the date of registration. A pupil teacher failing to pass the prescribed examination may be presented again at the next annual examination of the school, but no result payment for a candidate who fails can be obtained at the time of failure.

The grants made for pupil teachers are as follows:—

First Year's Examination.—English schools, 50 rupees and grant in full for Sixth standard pass. Vernacular, 30 rupees and grant in full for Sixth standard pass.

Second Year.—English schools, 75 rupees and grant in full for Seventh standard pass. Vernacular, 50 rupees and grant in full for Seventh standard pass.

Third Year.—English schools, 100 rupees and grant in full for Eighth standard pass. Vernacular, 75 rupees and grant in full for Eighth standard pass.

The additional grant for a pass in any standard will not be paid on account of any pupil teacher who has already earned a grant in the same standard.

A pupil teacher who has passed his third year's examination is awarded provisionally a teacher's certificate of the third class, which is confirmed after two years' satisfactory work either as principal teacher of a primary school or as assistant teacher of a middle school.

Free meals for needy scholars.

Provision for free meals for needy scholars in elementary schools, except in the casual form in temple schools as indicated in a previous paragraph, is very rare in this country. The only cases brought to the notice of the Department are those of the Colombo ragged school and an industrial school for boys and girls just registered in the metropolis. Both these schools are attended by Indo-Portuguese children, and in view of their poverty as a class a midday meal is daily given free to the needier children.

Night Schools.

Nine aided vernacular night schools are borne on the registers of the Department attended by scholars above the age of fourteen, the admission of pupils under that age being prohibited under the regulations. This is the only form of evening continuation schools connected with this Department. The elementary subjects, reading, writing, and arithmetic, are those generally selected by the students of these schools. No desire to adventure on any higher subject than the geography of the island and of Asia in a less degree has as yet manifested itself. In short, these schools are centres merely for the completion of the elementary education which the stress of the necessity for early employment had obliged the students to abandon in the day school. The desire for even this modicum of instruction can hardly be said to be in any sense widespread, as may be judged from the fact that the number of students on the rolls of these nine schools for the year to which this report refers was 420, of whom 240 presented themselves for examination.

Buddhist Schools.

Perhaps the most encouraging feature in the extension of education in the country is the part, even though tardy, taken by indigenous private enterprise in the establishment of schools. For the seventy years anterior to the constitution of the present Department of Public Instruction, the only extraneous agency ancillary to the department in the promotion of popular instruc-

tion were the various missionary societies at work in the Island. Unrecognised and unaided by Government these societies had within half a century of the British occupation of the Island spread a network of schools throughout the country that challenged recognition when the instruction of the people ceased to be the object of sectarian animosities. The more liberal spirit displayed in the consideration of this subject in 1869 gave birth to a more enlightened policy, and though the portals of religious neutrality in education were since that year thrown open to all engaged in this enterprise without distinction, native Buddhists were still slow to avail themselves of the opening for educational activity in the interests of their co-religionists that thus presented itself. For fifteen years or more after that, the Christian societies continued to be in almost undisputed possession of the field. With the Buddhist theosophical movement in 1886 the Buddhist community awakened to the responsibilities to their co-religionists that the presence of well-organised and successful proselytizing societies could no longer permit them to shut their eyes to. A society was formed to resist the inroads of the foreign faith, and, by the establishment of Buddhist schools for Buddhist children, to narrow the scope and the opportunities of the opponents of their religion. The apathy which for these long years contented itself with a policy of inactivity was shaken off, and in ten years' time 63 Buddhist schools have been registered under the management of the Buddhist Theosophical Society.

A few Buddhist priests, too, have in the meanwhile interested hemselves in education, and three of their number share the management of 13 schools. A few wealthy lay Buddhists are the managers of 27 schools, well attended, and in many instances admirably housed. The total number of what may be termed avowedly Buddhist schools, as distinguished from those private schools maintained in the interests of the teachers, now stands at 103, and there is every indication that this number will be increased year by year. For the present year no less than 20 applications for Buddhist schools are under consideration.

Female education.

The great impetus given to female education under the new administration is worthy of more than a passing notice. In 1869, before the introduction of the system of payment by results for all schools alike, whether under the management of missionary bodies or private individuals, the only girls' schools recognised by Government were two schools in the metropolis and two others in two of the chief provincial towns, giving instruction in English, seven bilingual schools in the large minor towns, and thirteen vernacular schools in the villages in the Western Province, one of the same class in an important town in the Southern province, and one other in the chief provincial town at that time of the Eastern Province, making in all a total of 26 girls' schools for the Island. To this number were added the very next year, with the introduction of the system of grants-in-aid on results, 59 girls' schools and 29 schools for both boys and girls. Six vernacular schools for girls were also opened in that year by the Department in villages in the Western Province. The number

of schools at which girls could receive instruction was, in the first year of the working of the new Department, no less than 120, as against 26 in the last year of the system it superseded. At the time to which this report refers 85 Departmental schools and 284 grant schools for girls were borne on the registers of the Department, 645 schools were registered as mixed—that is, for both boys and girls, making in 1897 a provision for the instruction of girls of 1,004 schools.

Side by side with this increase in the number of girls' schools and of the number attending them has also gone on an improvement in the quality of the instruction imparted. Where in 1869 and 1870 no girl had been taken in her school course beyond the curriculum of an ordinary primary school, the number that now takes the higher work prescribed in the schedule of specific subjects laid down in the Code, and the mathematical, classical, and scientific sections of the Cambridge Senior and Junior Local Examinations is yearly on the increase. The number of girls who competed at this examination last year was 82.

The Church Missionary Society has within the last few years established a school for the daughters of Kandyan chiefs, who till that time had come under no educational influence whatever. It promises to be a success.

In 1890 the attention of the Department was for the first time directed to the education of the girls of the Moorish community, who profess the Mohammedan religion. The movement was from the outset beset with difficulty, though the active co-operation of the leading men of the community had been enlisted in the cause. The deep-rooted conservatism of the Moors in all matters affecting their females, the notion only too prevalent among Eastern peoples that education as a means of livelihood has no concern for women, and in the case particularly of the Moors, peculiar social customs which practically discourage the acquisition of literary knowledge by women, all these in combination presented obstacles which the greatest tact and sympathy have not yet been able finally to overcome. Seven years of generous, even indulgent, treatment has succeeded in adding to the rolls of the Department only six schools of this class, with 354 pupils on the list, and 190 in average daily attendance. These schools are all maintained entirely at the expense of the Department. The strong religious feeling which insists on all knowledge being made to yield in importance to instruction in the Koran is everywhere respected, and a teacher proficient in the learning of Islam is on the staff as an assistant to impart to the girls this essential instruction. The head teacher, oftener a male than a female, gives instruction in reading, writing, and arithmetic in Tamil, the vernacular of the Moors. A second assistant, a female, is employed to give instruction in needlework when the head happens to be a male. A moiety is also paid of the rent of the houses occupied by these schools in the metropolis and some of the chief provincial towns. Mohammedan girls' schools.

Compared, then, with the cost to the revenue of the schools

for the girls of the Sinhalese and Tamil communities, the expenditure on Mohammedan girls' schools may fairly be termed munificent. But the support accorded to the movement by the community itself is still very half-hearted.

II. Secondary and Higher Education.

The secondary and higher education at present provided by the Department is covered by the Senior and Junior Local Examinations of the University of Cambridge, the Matriculation and Intermediate Arts Examination of the London University, and a special examination entitled "The University Scholarship Examination," open to all the colleges and high schools in the Island, of the value of 150*l.*, tenable for four years, and awarded on a special examination in English and Latin and Greek Classics and English and Mathematics and Natural Science in alternate years. This examination is conducted for the present by the Oxford and Cambridge Schools Examination Board. The holder of this scholarship is at liberty to join any one of the British universities and graduate in arts, science, medicine, or law, as he may decide upon. It is also permitted him to enter upon a course of engineering, such as at Cooper's Hill.

The examination of the Calcutta and Madras Universities, to which some of the colleges and high schools in the Island are affiliated, also provide education of a higher kind; but the Department has no connection at all with these examinations. Secondary education of a humbler character is provided for in a schedule of eighteen specific subjects of instruction appended to the Code (*see* Appendix D.).

The Royal College.

The only institution in the island imparting secondary education that is subsidized in the strictest sense is the Royal College. This is a Government institution maintained at a net cost to the public revenue of very nearly 20,000 rupees per annum. The managers of the aided and other colleges and schools that send up candidates for the Cambridge local examinations receive for each successful candidate taking a place in the class lists in the junior examination 10 rupees, 7.50 rupees, and 5 rupees, according as the candidate has taken a place respectively in the first, second, or third class of the examination. These grants are doubled for each subject in which the mark of distinction has been taken. For candidates failing to take a place in any class a grant of 10 rupees is paid for each subject in which the mark of distinction is taken. Three exhibitions for boys, each tenable for three years, at any college or high school, are also awarded to the three best candidates passing this examination in honours, one of the value of 240 rupees per annum and two each of the value of 120 rupees per annum. Two scholarships, each of 120 rupees per annum, tenable for three years at any recognised girls' high school, are awarded to the two girls who pass best at this examination.

For every candidate at the senior examination, classed in the same manner as the juniors, 20 rupees, 15 rupees, and 10 rupees can be claimed. The grants are doubled for each subject in which

the mark of distinction is gained. For candidates failing to take a place in the class lists at the senior examination, a sum of 20 rupees is, however, paid for each subject in which the mark of distinction is taken.

A scholarship of the value of 240 rupees per annum, tenable for three years at any recognised girls' high school, is awarded to the girl candidate who passes best at this examination.

A money prize of 100 rupees is given annually to the boy candidate who takes the first place among the candidates from the Colony in pure and applied mathematics at this examination.

For success at the Matriculation Examination of the London University a grant is paid of 200 rupees for a place in the honours division, 100 rupees in the first division, and 50 rupees in the second division. For a candidate passing the Intermediate Examination in Arts of this University, a grant of 200 rupees is paid. But no grant for success at any of the examinations of the University of London is paid for any candidate for whom a grant has been paid at the Cambridge Senior Local Examination, and *vice versâ*. The grants are paid only to successful students from the recognised high schools and colleges in the island.

For candidates who pass in the specific subjects of instruction a grant is paid of 2 rupees for each subject in the first stage, 4 rupees in the second, and 6 rupees in the third stage. But no candidate can be presented in more than two subjects besides drawing and bookkeeping. A scholar who has passed through all the standards may be presented in not more than four of these subjects besides drawing and bookkeeping. No pupil who has failed in two out of the three R's is eligible for examination in specific subjects.

The total amount paid during the year just ended in grants and scholarships for secondary education was 16,288 rupees.

A scholarship under the Gilchrist Trust of India of 150*l.*, tenable for three years, is awarded every third year to the Ceylon student who takes the first place in the mathematical and natural philosophy sections of the Senior Local Examination of the University of Cambridge. The Gilchrist scholar is expected to pursue a course of study in engineering in Great Britain at Cooper's Hill, or any other school approved of by the trustees of this fund.

The various colleges and high schools also offer scholarships named after their respective donors for proficiency in the higher subjects of instruction.

III. Technical, Commercial, and Agricultural Education.

Technical instruction.

If it is admitted that the office of technical instruction is not to create artisans, but to make of men already instructed in trades and industries more capable and skilful workmen, then schools with that end in view must be pronounced non-existent in this Colony. And the reason for this is not far to seek. There is no demand, practically, for technical instruction, because the

industries do not exist on the improvement of which it might be brought to bear. Under the appellation, however, of the "Ceylon Technical College" an institution has been started at the public expense in the metropolis, and is worked on a syllabus avowedly designed to substitute for the more costly agency imported from England for the railway, survey, and the Public Works Department of the Colony, the less expensive skilled labour of the country. Classes in telegraphy and telephony are added to the curriculum to provide for vacancies in the telegraph and telephone branches of the Postal Department. The Government Technical College may therefore fairly be called a Government Engineering College. And though it may at first be limited to supplying the needs to which it owes its establishment, yet it is hoped that as time goes on it may find a wider sphere of appreciation, and that those who have shown skill and promise in local factories and workshops may be attracted to it for advanced instruction. Obviously, all the students of this college cannot make sure of employment under Government on the successful completion of their course. But for the special kind of instruction they have come under, the large number of mills and factories in the Island cannot fail to find profitable and remunerative scope for its exercise for at least some time to come. Looked at from this point of view, a vista of future usefulness opens up for this newly-created college, which justifies the foresight that decreed the organisation of the institution on its present lines. Admitting that the industries are absent for the development of which technological instruction of a more comprehensive kind would have had to be undertaken, the departure that has been in the meantime decided upon seems for the present at least to be the most practicable means of advancing technical instruction in the country. (*See also* Supplementary Notes (v.).)

Commercial education.

Schools especially designed to impart a commercial education have not as yet begun to appear in the country. In many of the high schools, and in some much more than in others, bookkeeping, shorthand, and commercial arithmetic at least receive special attention. Classes for this purpose would perhaps form a more distinct branch of school work if better prospects of salary and advancement could be relied upon.

Agricultural Education.

A school for instruction in agriculture is worked in connection with the Department and maintained wholly out of the public revenues. It gives instruction in agriculture, botany, chemistry, veterinary science, and bookkeeping. English, arithmetic, and elementary Euclid and algebra also form part of the school course, which extends over two years.

The school established under the directorate of Mr. H. W. Green, when Sir Arthur Gordon (now Lord Stanmore) was Governor, has now been thirteen years in existence, and as there has been little change in the curriculum during that period the time has undoubtedly come for extending its scope and usefulness. At present very little in the way of experimental cultivation is carried on, but with a very necessary adjunct provided in the form of

a fairly extensive and suitable area for the growing of economic plants, experiments in manuring, &c., the course of training should be more complete; without this provision it must always remain an incomplete course with little of the practical side developed.

In 1893 a dairy was established at the instance of Sir Arthur Havelock to supply all Government hospitals and asylums with milk. This establishment, which is in direct charge of a manager working under the superintendent of the school, has proved a successful venture, both as a model dairy and as a financial project. In connection with the farm a breeding establishment is also maintained, and the total number of stock at any one time is never less than 100. The average daily output of milk is about 40 gallons.

Two grass farms, one directly connected with the dairy and meeting the demand for fresh fodder, are also worked in connection with the school; the total area under grass cultivation being 125 acres. The grass cultivated is that known as "Mauritius," a water grass (*Panicum Molle*), which grows in low, wet lands.

Within the last two years a branch forestry school has been established under the auspices of the local Forest Department for the training of officers for its service. This institution is still more or less in the experimental stage, but so far the results would seem to justify its continuance.

The School of Agriculture is at present the subject of inquiry by a Commission appointed by His Excellency the Governor to consider the measures to be adopted to place the school on a better footing. It does not now attract a sufficient number of students, nor are the students that seek admission drawn from the truly agricultural classes. It is admitted that the school wants re-organising with possibly a larger staff of assistants, more scope for developing the practical side of agricultural education, better means of reaching the rural population, and like measures, which will no doubt be fully discussed by the Commission now sitting.

In this connection it should be mentioned that instruction in theoretical agriculture is given in all Departmental schools from the fifth standard upwards out of a primer on the subject prepared by a late Director of Public Instruction, Mr. H. W. Green. The teachers of these schools are desired to make use of the plots of ground attached to their schools for purposes of ornamental and economic gardening. The cultivation of flowering and foliage plants, new to the villages, makes the school buildings themselves easily recognisable, and surrounds the schools with an atmosphere of brightness that cannot but react advantageously on children accustomed from infancy to squalid and cheerless surroundings. The pupils of these schools are also often engaged after school hours with the teacher in growing vegetables and other useful garden produce, and enter into the work all the more eagerly because a share of the outturn falls to them for home consumption.

IV. Reformatories and Industrial Schools.

Reformatories.

Two reformatories under missionary management are under the supervision of the Department. All juvenile offenders, except when they happen to be Roman Catholics, are sent to the reformatory under Wesleyan management in the hill country.* Roman Catholic juvenile offenders are sent to the reformatory under the management of that church in the low country. Nine rupees per mensem is paid for the board and lodging of each offender to the managers of the Wesleyan school and 6.50 rupees each to the manager of the Roman Catholic school. A grant on results is made for the literary instruction given to them in terms of the schedule of standards for examination laid down in the Code for Aided schools. A further sum of 10 rupees each in terms of the Code is paid for each offender taught a trade in the industrial school. Reformatories in this country are still in the experimental stage. But the information supplied by the managers goes far to show that the primary object of these institutions, the moral reformation of these culprits, has in some measure been achieved. Many of the lads who have left the reformatory on the expiry of their terms of confinement have found suitable service, and satisfactory testimony to their honesty and general good behaviour is borne by their employers.

Industrial schools.

Of industrial schools managed and maintained exclusively by the Department there are none; but fifteen industrial schools in different parts of the Island, managed by missionary bodies, receive aid from the Department for instruction in carpentry, printing, bookbinding, shoemaking, tailoring, and smiths' work in boys' industrial schools, and for lacemaking, dressmaking, embroidery, and cookery in girls' industrial schools. In none of these branches of industry does the instruction given produce more than an ordinary workman. It seems, therefore, a question as to whether these industrial schools deserve the active encouragement given them, and whether they serve any useful purpose which could not be attained otherwise. It can hardly be urged that any disinclination to encourage the industrial schools will seriously affect the production of skilled workmen in the particular industries they undertake to teach. On the contrary, when the extremely limited scope of their work is taken into account, it may safely be assumed that the larger and more thriving establishments, where work of greater variety and excellence is turned out, can always be relied upon for the production of better skilled, because more skilfully taught, workmen in these crafts. (*See also* Supplementary Notes (vi.)).

V. Schools for the Blind, Deaf, and Dumb.

Schools for the blind, deaf, and dumb have as yet not been established in the Colony. A movement, however, under the auspices of the Wesleyan Mission, has just been set on foot to provide reading books for a school for the blind.

* Since the above was written this reformatory has been closed, and arrangements have been made for the transfer of two juvenile offenders to the Roman Catholic reformatory.

Government have agreed to pay a moiety of the cost of the primer now being printed for their use, and it is hoped that in a few months more the first step will be taken to bring them under instruction.

ARTHUR VAN CUYLENBURG,
Inspector of Schools.

Colombo, July 6, 1898.

J. B. CULL,
Director of Public Instruction.

[*Since this report was written, Mr. Cull has been succeeded in the office of Director of Public Instruction by Mr. S. M. Burrows.*]

SUPPLEMENTARY NOTES.

The following are extracted from the Report of the Director of Public Instruction for 1899 (Ceylon Administration Reports, 1899).*

(i.) STATISTICAL SUMMARY.

The total number of scholars said to be receiving instruction in Ceylon is 193,468, of whom 158,627 are attending Government and Grant-in-aid schools, and 34,841 are attending unaided schools. It may therefore be assumed that about 6·39 per cent. of the total population are going to school. It is usually calculated that about 15 per cent. of the population of a country ought to be attending school. This figure, however, presupposes about six years as the average duration of a child's school attendance; in Ceylon the average period is probably about four years. Allowing for this, we have no right to expect to find more than 12 per cent. of the population at school. It may therefore be inferred that about half of the rising generation is receiving something in the way of education.

The total number of Government Schools in 1899 was 489, with 47,482 scholars. The numbers for 1898 were 479 and 46,279. There is, therefore, an increase of 10 schools and 1,203 scholars.

The Grant-in-aid schools for 1899 numbered 1,263, and their scholars 111,145, as against 1,220 schools and 103,951 scholars in 1898. There has, therefore, been an increase of 43 schools and 7,194 scholars.

The number of unaided schools which have reported to Government is 1,887, with 34,841 scholars. In 1898 the numbers were 2,330 and 34,805 respectively, showing a decrease of 443 schools and an increase of 36 scholars.

The average number of children in each school is 97 in Government schools, 88 in aided schools, and 18 in unaided schools.

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* This can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

The average cost to the revenue of each pupil in a Government boys' school in 1899 was Rs. 5.53, as compared with Rs. 5.32 in 1898, and in a Government girls' school in 1899 Rs. 3.94, as compared with Rs. 3.69 in 1898.

Of the Government schools 4 were English, 10 English Primary and Middle, and 475 Vernacular.

Of the Grant-in-aid schools 57 were English, 81 English Primary and Middle, and 1,125 Vernacular.

The following table gives a summarised comparison of the figures of Government, Grant-in-aid, and Unaided schools for 1898 and 1899:—

———	1898.	1899.	Increase.	Decrease.
Scholars in Government schools	46,279	47,482	1,203	—
Scholars in Grant-in-aid schools	103,951	111,145	7,194	—
Scholars in Unaided schools	34,805	34,841	36	—
TOTAL Scholars in Ceylon	185,035	193,468	8,433	—
TOTAL Schools in Ceylon	4,029	3,639	—	390

It should be added that of the 489 Government schools 370 are boys' schools, 95 are girls' schools and 24 are mixed schools; of the 1,263 Grant-in-aid schools, 320 are boys' schools, 289 are girls' schools, and 654 are mixed schools.

Grant-in-Aid Schools.

The following comparative table shows the number on the list and the average attendance of those Grant-in-aid schools which were examined in 1898 and 1899, classified according to their management:—

Management.	1898.			1899.		
	No. of Schools.	Nominal Attendance.	Average Attendance.	No. of Schools.	Nominal Attendance.	Average Attendance.
American	131	9,010	6,023	130	9,415	5,840
Baptist	27	2,031	1,227	24	2,025	1,170
Buddhist	99	11,577	6,586	120	15,378	9,046
Church of England (C. M. S.)	239	14,110	8,718	244	14,316	9,554
Church of England (Diocesan)	85	7,812	5,182	81	8,198	7,244
Private and Sivite	49	5,642	3,712	57	6,195	3,867
Presbyterian	2	293	229	2	281	228
Roman Catholic	296	30,425	18,808	308	32,131	17,716
Wesleyan	289	22,808	13,336	293	22,803	13,022
Mohammedan	3	243	177	4	403	201
TOTAL	1,220	103,951	63,993	1,263	111,145	67,888

The number of schools, of scholars on the list, and the daily average attendance in Government primary and middle schools will be seen from the following table:—

NAME.	1898.			1899.		
	Number of Schools.	Number of Scholars.	Average Daily Attendance.	Number of Schools.	Number of Scholars.	Average Daily Attendance.
Boys' English Primary	8	1,731	1,205	10	2,034	1,826
Boys' Vernacular	351	34,334	20,968	357	34,880	21,535
Girls' English	1	52	37	1	47	32
Girls' English Primary	—	—	—	—	—	—
Girls' Vernacular	91	7,060	4,308	94	7,234	4,340
Mixed Vernacular	25	2,721	1,631	24	2,851	1,755
Total	476	45,898	28,149	486	47,046	28,988

(ii.) The Board of Education.

The Board of Education is constituted as follows:—

The Lord Bishop of Colombo.
The Rev. T. Moscrop, of the Wesleyan Mission.
The Very Rev. Father C. Collin, Rector of St. Joseph's College.
E. R. Gooneratne, Esq.
The Principal of the Royal College.
The Superintendent of the Technical College.
The Inspector of Schools, Western Province (Secretary to the Board).
The Director of Public Instruction (Chairman).

(iii.) Educational Provision for the Poorer Classes in Colombo.

Under this heading the Director of Public Instruction says:—

"My predecessor made some very interesting remarks under this heading last year, the purport of which was that there are 7,000 children of the poorer class who do not attend school, owing to (1) there being no proper provision of school premises, (2) there being no means of enforcing attendance, (3) indifference of parents. He dwelt on the gravity of the evil and its tendency to swell the criminal classes, and the matter seemed to me so important that I determined to have the figures analysed still further before reporting fully on the subject. The investigation has been entrusted to the able hands of the Inspector, Western Province, aided by the Municipal Inspectors. It is necessary to know for instance how many of these neglected children are Malay and Moor; how many belong to the poorer Burgher class, who talk English at home but cannot afford English schools; to what extent the want is being supplied by growing schools like St. Benedict's, and so on. The question will be more fully dealt with in the Report for 1900."

The following is the passage from the Report for 1898 referred to by the Director:—

"The question how far the existing schools form a sufficient provision for Colombo is one of some importance. The population of Colombo in 1891, exclusive of the military and shipping, was 126,825; since that date it has probably increased to about 140,000. The number of children on the registers of Government schools in 1898 was 448, the number on the registers of Grant-in-aid schools was 7,941, the number returned as attending Unaided schools was 1,692. . . . I do not think that on the most liberal estimate the number of children attending school in Colombo can be put down at more than 9,800. This is not the average daily attendance, which would be much lower. This estimate is on the whole borne out by the independent returns supplied for the Census in 1891, which give 9,413 as the total number of children attending school in Colombo at that date Assuming 140,000 as the population and 12 per cent. as the proportion which ought to be at school (and this is a low estimate), the number of children at school ought to be 16,800. This leaves 7,000 children who do not go to school, of whom I estimate about 3,000 to be boys, and about 4,000 to be girls. This may be an over-estimate of those who receive no instruction whatever; a certain number of the boys perhaps pick up some elementary knowledge of reading and writing in verandah schools or elsewhere. But it is, I feel convinced, an under-estimate of the number of those who receive no regular schooling; and I have no doubt that any one who is at all familiar with the life of the poor of Colombo will agree with me."

"It is noticeable that in the Census of 1891 only 26,559 persons in Colombo were returned as able to read and write; this is about 20 per cent. of the whole population. Of those who go to school, the majority attend English schools. The figures of the Aided schools show this clearly enough. Of 7,941 children attending Grant-in-aid schools in Colombo, 4,587 are attending English schools, most of which are colleges or high schools, providing higher as well as elementary education, and charging fees which place them beyond the reach of the poor. Only 3,166 are attending vernacular schools. I believe that all those who can afford an English education send their children to school; for this class the schools provided are sufficient in number and excellent in quality."

"If it be asked why the remainder do not go to school, the answer is two-fold:

(1) In some of the most densely populated parts of the town there is no proper provision of school premises. The Government and the Municipality have stood on one side and left the Missionaries and other private agencies to provide Colombo with education. As regards higher education, these bodies have been most successful. But it was not to be expected that they would be able to purchase expensive sites in the heart of the town and put up

buildings adequately provided with space, light, and air for elementary education. . . . . In some cases the teachers are no better than the buildings: not much can be expected from a Madras Tamil on Rs. 10 per month.

(2) There are no means of enforcing attendance. The children are not eager to attend vernacular schools, and their parents will not or cannot make them . . . . The parents are indifferent and have little or no control over their sons."

"I will only add that the needs of Colombo seem to me more urgent than those of rural districts; quite apart from any question of the value of education, it must be a grave evil for the community and must tend to swell the criminal classes, when a large part of the town population spend so many years under no proper control and in absolute idleness. School, if it did nothing else for them, would occupy their time and might give them some elementary habits of industry and self-control."

(iv.) STATEMENT OF ACCOUNTS OF THE DEPARTMENT OF PUBLIC INSTRUCTION FOR 1898 AND 1899.

RECEIPTS.	1898.	1899.
	Rs. c.	*Rs. c.*
Amount received as school fees, Royal College	19,397 50	18,327 50
Amount received as school fees, Technical College - - - - - - - - -	4,600 0	10,080 62
Amount received as school and boarding fees, School of Agriculture - - - - - -	1,162 80	991 80
Amount received as school fees, Primary and Middle English Schools - - - - -	1,871 27	1,966 73
Amount recovered by sale of stationery - -	1,396 28	2,043 42
Amount recovered by sale of books - - -	10,496 70	10,911 26
Amount received as examination fees - -	1,097 50	2,345 0
Net Receipts on account of votes - - -	698,100 0	731,467 52
TOTAL - - - -	738,122 5	778,133 85

EXPENDITURE.	1898.	1899.
	Rs. c.	*Rs. c.*
Administration - - - - - - - -	59,790 21	62,335 0
General Instruction—Superior - - - -	98,179 11	103,226 5
General Instruction—Middle and Primary -	467,575 84	486,302 49
Special Instruction (including Agricultural Schools, Veterinary Establishment, Colombo Technical College, Government and Grant-in-Aid Training Schools, Industrial, Orphan and Ragged, Reformatory Schools - - -	99,270 9	111,120 61
Libraries and Reading Rooms, donations - -	3,550 0	3,850 0
Preparation of School Books - - - - -	4,880 56	5,135 29
Books purchased for sale - - - - -	3,865 32	4,222 78
Miscellaneous - - - - - - - -	1,010 92	1,941 63
TOTAL -	738,122 5	778,133 85

(v.) Technical College.

(The following extract is taken from the Annual Colonial Report on Ceylon for 1898, No. 274):—

"It has been now arranged to assign a certain number of appointments in Government Departments to students at the Technical College, but the scheme has not yet come into full operation."

(vi.) Industrial Schools.

(The following are extracts from the Report of the Director of Public Instruction for 1899):—

"In the year 1899 there were 31 Industrial Schools in receipt of aid from Government, and the number of children receiving industrial education was 1,460. The numbers for 1898 were:—Schools, 25, Children, 1,193."

The following passage, which refers to trade teaching in industrial schools, is taken from the report for 1898:—"A useful beginning in industrial teaching has certainly been made in many of these schools. But industrial teaching in Ceylon is still in a somewhat embryonic state. A very important step in the direction of a more organized system was taken by the Code for 1899, in which a schedule appears, mapping out three years' work in the trades of joinery, printing, and book- binding. The grants for these trades will in future only be paid for those children who perform the required test in a proper manner. This may tell hardly on some schools in which the trades are taught without the supervision of a competent instructor. Some of the above schools have a properly trained foreman in charge of each trade. But there are managers who, having themselves no practical knowledge of the use of tools, think that, if they turn their boys into a shed with a sufficient number of planes and saws and a native carpenter to look after them, some good result will follow. This is a mistake. The native carpenter does good work under proper supervision; but he has little or no idea of method, and the parts of his work which are likely to be out of sight are often rotten and dishonest. Industrial instruction is hardly worthy of support which does not teach good methods of work and the proper use of tools. In the future the Technical College may provide a supply of Ceylonese who will do a useful work in organizing, and perhaps in inspecting, the work of industrial schools. Certainly, if the work extends, an industrial inspector will become a necessity."

vii.) Extracts from the Report (1899) of Mr. A. Van Cuylenburg, Inspector of Schools, Western Province.

(a) *Instruction in English Schools.*

"The one subject which is of the most vital use to all school boys is English. The subordination then of this subject to any other involves to my mind an injustice to the boy. What has to be always kept foremost in view is the *education* of the boy

and not the reputation of his master or the school. One cannot, however, help feeling that in the pressure of examination this great end is nowadays very often lost sight of.

"I almost feel, too, that a revolution to the decided advantage of our children would result if we could only be courageous enough to pull down the Dagon of examination that we have set up for universal adoration, and return to the practice of the period when the schoolmaster had a free hand and worked with no thought of examinations to cramp and hamper his efforts in the boy's behalf. There are many of us who can remember the days when our leading public schools pursued independent methods of their own, and worked unfettered by any thoughts of 'classes,' 'honours,' and 'distinctions' for justifying their existence and alluring public approval and support. And nobody who has given the subject a thought can deny that more substantial work was done under that *régime;* that the boy who had completed his school course in those days was a much better read youth, with a much wider acquaintance with at least English and classical literature, and with whom, above all things, the prominent idea was the mastery of the subject of study and not the passing of a successful examination in it. Less the slave of copiously, I had almost said criminally profusely, annotated editions of his text, his work was more the fruit of his own independent labour, while the guidance of his teacher was never more than suggestive, leaving the final results entirely to the boy's own exertions. The mental training under such a system is what one misses in the present *régime,* where the boy is a mere machine passively submitting to being crammed with information which his memory is relied upon to reproduce at the examination ordeal for the glory of his school and the reputation of his teachers. How little the idea of education in its broadest and best sense enters into such a scheme is what we should all with one voice lament, and lamenting, endeavour to do away with it, if we had the true interests of our children at heart. Where, under the old order, knowledge gained created a thirst for more, the system now in vogue gives us a victim 'crammed' to repletion, in whom the thought of any further absorption of knowledge only produces the inevitable loathing of surfeited appetite."

(b) *Village English Schools.*

"Two large vernacular schools in the Kegalla District have, at the special request of the Assistant Government Agent, been converted into English schools on a vernacular basis, and are worked on the same lines as the Government schools of this class in the Western Province. These new schools are only in the first year of their existence, the one at Mawanella in the Four Korales having 25 children and the other at Ruanwella in the Three Korales having 48 children learning English in addition to the vernacular. In this connection I cannot help expressing my regret that the extension of this class of school

is not pushed on with more vigour. It meets a want which willingly or unwillingly we must acknowledge as not only existent, but which we are, in the interests of the people, in a way bound to provide for. No Sinhalese lad can now do anything for himself outside the agricultural walk of life without some knowledge of English. When armed with this qualification he is preferred as a conductor, a small clerk, a domestic servant, a peon, a kangany, or even a village schoolmaster to his bucolic brother, whose linguistic attainments are confined to his native language. The State declines to recognise signatures in Sinhalese unless attested by witnesses signing in English, and yet it is slow to place the means of attaining this *modicum* of the foreign tongue within reach of the Sinhalese peasantry. With the cry that this little knowledge of English has an unsettling effect on the mind of the native *goiya*, I have no sympathy, because, to my experience, the conclusion is not based on fact. What I deprecate, and what I really believe unsettles the unfortunate village Sinhalese lad, is the utterly unreal course of instruction which he has to conform to when he enters the portals of what are borne on our books as English high schools. He goes there in quest of the English language, and the school authorities take him in hand and undertake to provide him with it on a system which assumes English and not Sinhalese as his vernacular. A wrong start leads on a wrong course; a false foundation supports a spurious superstructure; and unreal methods result in unreal views of life and labour. It is this unscientific method of teaching the Sinhalese country lad the English language that leads to the unsettling result complained of. It is for this reason that I contend most strongly that English should not be made the medium of instruction for such Sinhalese lads as hear nothing but Sinhalese at their homes.

"In the teaching of English, too, in these schools, the experience I have gained from the working of the Government schools of this class makes me feel that very much better results can be obtained in English, if reading books can be provided for them more suitable to the conditions of life of the ordinary Sinhalese lad. We now place in his hands reading books intended specially for English children, and require him to get up in each standard the reader intended for that standard in an English school. This involves, as I think, too great a strain. As a start in the direction of lessening the strain I would therefore suggest that the First Standard be allowed to take the highest Infant Primer, and each standard above it the book intended for the standard next below it in an English school. What we have to remember is that our chief aim in teaching English reading in schools of this class is to enable the boy thereby to handle English as a language for the everyday purposes of his life. As a medium of increasing his knowledge of the world and of things it is not availed of at all. For this latter purpose his own language is preferentially made use of. The more we lessen the difficulties in the way of his acquiring a practically useful

knowledge of the new language, the surer are we to reach the object of our efforts. Perhaps the greatest stumbling block now in the way of acquiring linguistic facility in English is the difficulty and the unsuitability of the English books he is now compelled to use. Remove this stumbling-block, or in some measure lessen the arduousness it adds to his path, and an almost immediate advance in the object aimed at will be perceptible."

APPENDIX A.—(i).

Standards of Examination for English

——	Reading.	Writing.
Standard I.	A few sentences from a First Book (at least 30 pages) distinctly and accurately pronounced.	To form letters, small and capital, on slate or black-board.
Standard II.	A few sentences from a Second Book slowly and distinctly read.	To copy in manuscript characters a line of print on slate or black-board, and write from dictation a few common words. Copy-writing (single letters in large text) must be shown in this standard.
Standard III.	Clear and intelligible reading from a Third Book. Questions will be put to test comprehension of passage read.	To write from dictation words and short sentences from one of the reading books, slowly read and then dictated. Copy-writing in large round text must be shown in this standard.
Standard IV.	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read.	To write a connected passage from one of the reading books, slowly read and then dictated. Copy-writing in small round text must be shown in this standard.
Standard V.	Good and intelligent reading from a Fifth Book with particular regard to emphasis. Questions will be put to test comprehension of passage read.	To write about eight lines slowly dictated from one of the reading books. Copy-writing in a running hand must be shown in this standard.
Standard VI.	The same from any book above a Fifth Book containing selections from good English authors. Questions will be put to test comprehension of passage read.	To write to dictation from any newspaper or book.
Standard VII.	Reading with fluency and expression from any book brought by the Inspector. Questions will be put to test comprehension of passage read.	Writing from memory the substance of a short story read out twice; spelling, hand-writing, and grammar to be considered.
Standard VIII.	The same, from a newspaper or book brought by the Inspector. Questions will be put to test comprehension of read passage.	A short theme or letter; the composition, spelling, grammar, and hand-writing to be considered.

1.—Scholars may not be presented a second time for examination under the same standard unless they fail
heads, they will be considered to have failed altogether, and no result payment can be claimed for them.
2.—Reading may be tested in the ordinary class book, if approved by the Inspector: but the books must be
books. Managers are requested to send a copy of all reading books used to the Department, with an intima-
3.—Copy-writing is to be done on paper in the presence of the Inspector.

APPENDIX A.—(i).

PRIMARY AND MIDDLE SCHOOLS.

Arithmetic.	Grammar.	Geography.	History.	Needlework.
Notation to 999, addition orally of numbers whose sum does not exceed twenty, and subtraction of digits.	—	—	—	Neat hemming.
Simple addition and subtraction of numbers containing not more than five figures. Multiplication to 3 times 12.	—	—	—	Hemming, sewing, and felling, so as to be able to make a bag; also patchwork.
The four simple rules. Miscellaneous questions.	—	—	—	The former stitches, and back stitching, to be able to make pillow-cases; also marking.
Use of rupees and cents, bills of parcels, simple problems.	To point out simple subject, object and predicate in short sentences, and to answer questions on nouns.	Definitions; Ceylon in detail.	—	As before, and to put in a neat gusset so as to make their own jackets.
Reduction of common weights and measures, and their application to foregoing rules, and the use of English money.	Same as above, and in addition to point out the simplest extension of subject, predicate, and object in short sentences, and to answer questions on adjectives and pronouns.	Same as above, with Europe.	Ceylon	Stitches as before; also button-holes and darning, and to be able to cut out a jacket.
The former rules, with vulgar and decimal fractions.	Same as above, and in addition to parse and analyse a simple sentence and to answer questions on all the parts of speech.	Same as above, with Asia.	Outline of English History from 1066 to 1485.	As in the previous standards; also to be able to cut out and make under-jackets. Knitting may be taught in this standard
The former rules, with simple and compound proportion and practice.	Same as above, and in addition to parse and analyse a short complex sentence, and to answer simple questions on the composition and derivation of words.	Same as above, with Africa.	Same, from 1485 to 1688.	As before; also to be able to put in a neat patch and to make a little child's frock, pinafore, or shirt; knitting.
Simple and compound interest and discount, with exercises on all the foregoing rules.	Same as above, with advanced proficiency. A passage of poetry may be given for parsing and analysis in this standard.	Physical and Political Geography of the World.	Same, from 1688 to 1815.	As before, and to cut out and make a plain shirt with yoke back and gathered sleeves put into wristbands; knitting.

to pass in more than one of the three first heads. If they fail to pass in more than one of the three first

of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading tion of the standard for which they are intended.

4.—In Grammar, the order of subjects adopted in Mason's Grammar is to be followed.

APPENDIX A (ii).

SCHEDULE of EXAMINATION for PRIMARY and

	Reading in English.	Writing in English.	Arithmetic in any Language.
Standard I.	A few sentences from a First Book (at least thirty pages) distinctly and accurately pronounced. Corresponding words in the Sinhalese or Tamil to be known.	To form letters, small and capital, on slate or black-board.	Notation to 999. Addition orally of numbers whose sums do not exceed twenty, and subtraction of digits.
Standard II.	A few sentences from a Second Book, slowly and distinctly read. Corresponding words in the Sinhalese or Tamil to be known.	To copy in manuscript characters a line of print on slate or black-board, and write from dictation a few common words. Copy-writing, &c.	Simple addition and subtraction of numbers of not more than five figures. Multiplication to 3 times 12.
Standard III.	From a Third Book, with explanations in the vernacular.	To dictation, not more than six lines from one of the reading books of the standard. Copy-writing, large round text.	The four simple rules and miscellaneous questions on them.
Standard IV.	Good and intelligent reading from a Fourth Book, with explanations in the vernacular and a paraphrase in the vernacular of what has been read.	To dictation, not more than eight lines from one of the reading books of the standard. Copy-writing, small round text.	The former rules and the use of rupees and cents, bills of parcels, and simple problems.
Standard V.	Good and intelligent reading from a Fifth Book, with explanation both in the vernacular and in English.	To dictation, not more than eight lines from one of the reading books of the standard. Copy-writing, small hand.	Reduction of common weights and measures and their application to foregoing rules, and the use of English money.
Standard VI.	Good and intelligent reading from any book above a Fifth containing selections from good English authors. Questions will be put to test comprehension of passage read.	To dictation, any passage from a newspaper or book brought by the Inspector. Copy-writing, small hand.	The former rules, with vulgar and decimal fractions.
Standard VII.	Reading with fluency and expression from any book brought by the Inspector. Questions will be put to test comprehension of passage read.	To dictation, same as above, but the passage should be harder. Handwriting to be considered.	The former rules, with simple and compound proportion and practice.
Standard VIII	The same, from any newspaper or book brought by the Inspector. Questions will be put to test comprehension of passage read.	Same as above, but the passage should be harder. Handwriting to be considered.	Interest and discount, with exercises on all the foregoing rules.

1.—Scholars may not be presented a second time for examination under the same standard unless they fail they will be considered to have failed altogether, and no result payment can be claimed for them.
2.—Reading may be tested in the ordinary class book, if approved by the Inspector; but the book must be of Managers are requested to send a copy of all reading books used to the Department, with an intimation of the
3.—Copy-writing is to be done on paper in the presence of the Inspector.

APPENDIX A (ii).

Middle English Schools on a Vernacular Basis.

Grammar in English.	Composition in English.	Geography in any Language.	History.	Needlework.
—	—	—	—	Neat hemming.
—	—	—	—	Hemming, sewing and felling, so as to be able to make a bag; also patch-work.
Pointing out nouns, verbs, adjectives, adverbs, and personal pronouns.	To give the English of Sinhalese or Tamil words in common use qualified by single words or phrases.	—	—	The former stitches and back-stitching, to be able to make pillow-cases; also marking.
To point out simple subject, predicate, and object in short sentences, and to answer questions on nouns.	To translate easy vernacular simple sentences into English.	Ceylon (in detail).	—	As before, and to put in a neat gusset so as to make their own jackets
Same as above, and in addition to point out the simplest modifications of subject, predicate, and object, and to answer questions on adjectives and pronouns.	To translate longer and more difficult vernacular simple sentences into English.	Same as above, with Europe.	Ceylon (in any language).	Stitches as before, also button-holes and darning, and to be able to cut out a jacket.
Same as above and in addition to parse and analyse any simple sentence and to answer questions on all the parts of speech.	To translate into English a passage from any book not more difficult than a Second Reader.	Same as above, with Asia.	England, 1066 to 1485 (in English).	As in the previous standards; also to be able to cut out and make under-jackets. Knitting may be taught in this standard.
Same as above, and in addition to parse and analyse a short complex sentence and to answer simple questions on the composition and derivation of words.	Same as above, but from any book not more difficult than a Third Reader.	Same as above, with Africa.	England, 1485 to 1688 (in English.)	As before; also to be able to put in a neat patch and to make a little child's frock, pinafore, or shirt.
Same as above, with advanced proficiency. A passage of poetry may be given for parsing and analysis in this standard.	Same as above, but from any book not more difficult than a Fifth Reader.	Physical and Political Geography of the World.	England, 1688 to 1815 (in English.)	As before, and to cut out and make a plain skirt with yoke back and gathered sleeves put into wristbands; knitting.

to pass in more than one of the first three heads. If they fail to pass in more than one of the first three heads

reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading books.
standard for which they are intended.

4.—In Grammar, the order of subjects adopted in Mason's Grammar is to be followed.

APPENDIX A (iii).

STANDARDS OF EXAMINATION

		Reading.	Writing.
PRIMARY.	Standard I . - -	A few sentences from a First Book distinctly and accurately pronounced.	To form letters on slate or blackboard.
	Standard II. -	A few sentences from a Second Reading Book slowly and distinctly read.	To write to dictation short sentences out of the reading book. Copy-writing to be shown, large hand only.
	Standard III. -	Clear and intelligible reading from a Third Book. Questions will be put to test comprehension of passage read.	To write a connected passage from the reading book containing two or three sentences. Copy-writing to be shown, large hand only.
	Standard IV. - -	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read.	Dictation from reading book. Round hand copy-writing.
	Standard V. - -	Good and intelligent reading, with questions to show comprehension of passage read (Fifth Reader).	Dictation from reading book. Small hand copy-writing.
MIDDLE.	Standard VI. - -	Good fluent reading, with explanation, from a classical work in prose, or from a Sixth Standard Reader.	Writing from memory the substance of a short narrative read out twice. Spelling, handwriting, and grammar to be considered.
	Standard VII. - -	The same, with addition of verse, or from a Seventh Standard Reader.	A short theme or letter.
	Standard VIII. - -	The same with advanced proficency, or from an Eighth Standard Reader.	An essay in composition.

1.—Reading may be tested in the ordinary class book, if approved by the Inspector; but the books must be books. Managers are requested to send a copy of all reading books used to the Department, with the intimation
2.—Copy-writing to be done on paper in the presence of the Inspector.
3.—Under the head of "Reading" the following alternative subjects will be accepted;—*Standard VI.*—To other book or document in correct modern vernacular, selected by the Examiners. *Standard VII.* —Good vernacular. *Standard VIII.*—Reading a letter or document written in ordinary current vernacular hand-

APPENDIX A (iii).

FOR VERNACULAR SCHOOLS.

Arithmetic.	Grammar.	Geography.	History.	Needlework.
Notation up to 999. Addition up to 20, and subtraction of digits.	—	—	—	Neat hemming.
Simple addition and subtraction of numbers of not more than four figures. Multiplication table to 3 times 12.	—	—	—	Hemming, sewing, and felling, so as to be able to make a bag; also patchwork.
Multiplication and division with miscellaneous questions in the four rules.	—	—	—	The former stitches, and back stitching to be able to make pillow - cases; also marking.
Use of rupees and cents, bills of parcels, simple problems.	—	Definitions, and Ceylon in detail.	—	As before, and to put in a neat gusset, so as to make their own jackets.
Reduction of common weights and measures and their application to foregoing rules.	—	Same, with Asia.	—	Stitches as before, also button - holes and darning, and to be able to cut out a jacket.
The former rules, with vulgar and decimal fractions.	To point out the four parts of speech, with Sanna Nama Pada Sandhi in detail for Sinhalese schools. Eluththyal and Pathavyal for Tamil schools.	Same, with Europe.	—	As in the previous standards; also to be able to cut out and make under-jackets. *Knitting may be taught in this standard.*
The former rules, with simple and compound proportion and practice.	Same as above, with Krya Pada, Uktanuktha Karaka, Visesana Viseshya, Nipatha, and Upasarga in detail for Sinhalese schools. Same as above, with Peyaryal, Vinaiyyal, Idaiyyal, and Urrayyal for Tamil schools.	Same, with Africa.	Ceylon, from the landing of Wijaya to the landing of the Portuguese.	As before; also to be able to put in a neat patch and to make a little child's frock, pinafore, or shirt; knitting.
Simple and compound interest and discount, with exercises on all the foregoing rules.	Same as above, with Taddhita, Kitaka, Samasa, and Pada Siddhi in detail for Sinhalese schools. Same as above, with Uyerittupunaryal, Meyittupunaryal, and Uruppupunaryal for Tamil schools.	The World.	Ceylon.	As before, and to cut out and make a plain shirt with yoke back and gathered sleeves put into wrist-bands; knitting.

of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading of the standard for which they are intended.

read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school manual, or fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern writing.

APPENDIX A. (iv.).

STANDARDS OF EXAMINATIONS FOR

	Standard.	Reading.*	Writing.*	Arithmetic.*	Grammar.*
PRIMARY.	I.	A few sentences from a First Book, distinctly and accurately pronounced.	To form letters on slate or blackboard.	Notation up to 999. Addition up to 20, and subtraction of digits.	—
	II.	A few sentences from a Second Book slowly and distinctly read.	To write to dictation short sentences out of the reading book. Copy-writing to be shown, large hand only.	Simple addition and subtraction of numbers of not more than four figures. Multiplication table to 3 times 12.	—
	III.	Clear and intelligible reading from a Third Book. Questions will be put to test comhension of passage read.	To write a connected passage from the reading book, containing two or three sentences. Copy-writing to be shown, large hand only.	Multiplication and division, with miscellaneous questions on the four rules.	—
	IV.	Good and intelligent reading from a Fourth Book. Questions will be put to test comprehension of passage read.	Dictation from reading book. Round hand copy-writing.	Use of rupees and cents, bills of parcels, simple problems.	—
	V.	Good and intelligent reading with questions to show comprehension of passage read (Fifth Reader).	Dictation from reading book. Small hand copy-writing.	Reduction of common weights and measures, and their application to foregoing rules.	—
MIDDLE.	VI.	Good fluent reading with explanation from a classical work in prose.	Writing from memory the substance of a short narrative read out twice. Spelling, hand-writing, and grammar to be considered.	The former rules, with vulgar and decimal fractions.	To point out the four parts of speech, with Sanna Nama Pada Sandhi in detail for Sinhalese schools. Eluththyal and Pathavyal for Tamil schools.
	VII.	The same, with addition of verse.	A short theme or letter.	The former rules, with simple and compound proportion and practice.	Same as above, with Krya Pada Uktanuktha Karaka Visesana Viseshya, Nipatha and Upasarga in detail for Sinhalese schools. Same as above, with Peyaryal Vinaiyyal, Idaiyyal, and Urrayyal for Tamil schools.
	VIII.	Same, with advanced proficiency.	An essay in composition.	Simple and compound interest and discount, and exercises on all the foregoing rules.	Same as above, with Taddhita Kitaka, Samasa, and Pada Siddhi for Sinhalese schools. Same as above, with Uyerittupunaryal, Meyitipunaryal, and Uruppupunaryal for Tamil schools.

* Vernacular.

1.—Reading may be tested in the ordinary class book if approved by the Inspector; but the books must be of reasonable length and difficulty and unmarked. Every class ought to have two or three sets of reading books. Managers are requested to send a copy of all reading books used to the Department, with an intimation of the standard for which they are intended.

2.—Copy-writing is to be done on paper in the presence of the Inspector.

APPENDIX A. (iv.).

Anglo-Vernacular Girls' Boarding Schools.

Geography in any Language.	History in any Language.	Reading in English.	Writing in English.	Composition in English.	Needlework.
—	—	—	—	—	Neat hemming.
—	—	—	—	—	Hemming, sewing and felling, so as to be able to make a bag; also patch-work.
—	—	A passage from a First Book of not less than thirty pages, distinctly read and accurately pronounced. Corresponding words in Sinhalese or Tamil to be known.	To write from dictation five or six common words. To copy in manuscript characters on slate a line of print.	To give the English of Sinhalese or Tamil words in common use, qualified by single words.	The former stitches and back-stitching, to be able to make pillow-cases; also marking.
Definitions, and Ceylon in detail.	—	A passage from a Second Book distinctly read and accurately pronounced. Corresponding words in Sinhalese or Tamil to be known.	To dictation, not more than four lines from one of the reading books of the standard. Copy-writing, large round text.	To make a written translation of easy vernacular simple sentences with no enlargement or modification above single words.	As before, and to put in a neat gusset so as to make their own jackets.
Same, with Asia.	—	A passage from a Third Book, with explanation in the vernacular.	To dictation, not more than six lines from one of the reading books of the standard. Copy-writing, small round text.	To make a written translation of longer and more difficult simple sentences into English.	Stitches as before also button-hole and darning, and to be able to cut out a jacket.
Same, with Europe.	—	Good and intelligent reading from a Fourth Book, with explanation in the vernacular, and a paraphrase in the vernacular of what has been read.	To dictation, not more than eight lines from one of the reading books of the standard. Copy-writing, small hand.	To make a written translation into English of a passage from any book not more difficult than a Second Book.	As in the previous Standards; also to be able to cut out and make under-jackets. Knitting may be taught in this standard.
Same, with Africa.	Ceylon, outlines of principal periods.	Good and intelligent reading from a Fifth Book, with explanation both in the vernacular and in English.	To dictation, not more than eight lines from one of the reading books of the standard. Copy-writing, small hand.	Same as above, but from any Book not more difficult than a Third Book.	As before; also to be able to put in a neat patch and to make a little child's frock, pinafore, or shirt.
The World.	Ceylon.	Good and intelligent reading from a Sixth Book containing selections from good English authors. Questions will be put in English to test comprehension of the passage read.	To dictation, any passage from a newspaper or book brought by the Inspector. Handwriting to be considered.	Same as above, but from any book not more difficult than a Fourth Book.	As before, and to cut out and make a plain shirt with yoke back and gathered sleeves put into wrist-bands; knitting.

3.—Under the head of "Reading" the following alternative subjects will be accepted:—*Standard VI.*—To read at sight, with comprehension, a passage from a vernacular newspaper, public notice, school manual, or other book or document in correct modern vernacular, selected by the Examiners. *Standard VII.*—Good fluent reading at sight, with comprehension, of a fairly-written letter or manuscript in correct modern vernacular. *Standard VIII.*—Reading a letter or document written in ordinary current vernacular handwriting.

APPENDIX B.

SCHEDULES OF GRANTS TO SCHOOLS.

Schedules of Payment for Schools where the majority of Masters *are* certificated :—

Value of Passes, English, Primary, and Middle Schools.*

Standard.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Total.
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
I.	2 0	2 0	2 0	—	—	—	6 0
II.	2 0	2 0	2 0	—	—	—	6 0
III.	2 50	2 50	2 50	—	—	—	7 50
IV.	2 50	2 50	2 50	2 50	2 50	—	12 50
V.	3 0	3 0	3 0	3 0	3 0	3 0	18 0
VI.	3 0	3 0	3 0	3 0	3 0	3 0	18 0
VII.	3 50	3 50	3 50	3 50	3 50	3 50	21 0
VIII.	4 0	4 0	4 0	4 0	4 0	4 0	24 0

Schedules of Payment for Schools where the majority of Masters are *not* certificated :—

Value of Passes, English, Primary, and Middle Schools.*

Standard.	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Total.
	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.	Rs. c.
I.	1 50	1 50	1 50	—	—	—	4 50
II.	1 50	1 50	1 50	—	—	—	4 50
III.	2 0	2 0	2 0	—	—	—	6 0
IV.	1 0	2 0	2 0	1 0	2 0	—	8 0
V.	1 0	2 0	2 0	1 0	2 0	2 0	10 0
VI.	1 25	2 50	2 50	1 25	2 50	2 50	12 50
VII.	1 25	2 50	2 50	1 25	2 50	2 50	12 50
VIII.	1 25	2 50	2 50	1 25	2 50	2 50	12 50

* In girls' schools a pass in "needlework" is of the same value as a pass in other heads.

APPENDIX C.

ASSISTANT TEACHERS AND PUPIL TEACHERS.

The number of Assistant Teachers and Pupil Teachers allowed in Government Primary and Middle Schools will be in proportion to the average daily attendance :—

Average Daily Attendance.	Teaching Staff.		
	Head Teacher.	Assistant.	Pupil Teacher.
Below 40	1	—	—
40— 60	—	—	1
60— 80	—	—	2
80—100	—	1	2
100—125	—	1	3
125—150	—	2	2
150—175	—	2	3
175—200	—	2	4
200—225	—	3	2
225—250	—	3	3
250—275	—	3	4
275—300	—	4	3

APPENDIX D.

Schedule of Specific Subjects.

——	Stage I.	Stage II.	Stage III.
1 Mathematics	Algebra: notation, addition, subtraction; Euclid, Book I., propositions 1 to 15, inclusive	Algebra: to simple equations (inclusive). Euclid, Book I.	Algebra: to quadratic equations (inclusive). Euclid, Books I. and II.
2 Latin	Grammar to the end of regular verbs.	Irregular verbs and first rules of Syntax. Knowledge of Delectus or other first Latin reading book. Translation of simple sentences of English (three or four words) into Latin.	The Latin Grammar, Cæsar de Bello Gallico, Book I. Somewhat longer sentences to be translated from English into Latin.
3 Mechanics	Elementary knowledge of the different states of matter—solid, liquid, and gaseous—with illustrations of compressibility, elasticity, and resistance. Measures of space and time. Velocity.	Elementary knowledge of force and of the conservation of energy. The parallelogram of forces. General notions of gravitation.	Elementary knowledge of the mechanical powers.
4 Animal Physiology	The build of the human body. Names and positions of the internal organs.	Circulation and respiration and the broad structure of the organs concerned.	The organs and function of alimentation. The properties of muscle and nerve.
5 Botany	Characters of the root, stem, leaves, and part of the flower, illustrated by specimens of common flowering plants.	Structure of wood, bark, and pith, cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.	The comparison of a fern and a moss with a flowering plant, the formation of different kinds of fruits, the structure of a bean and of a grain of rice, the phenomena of germination.
6 Drawing	Freehand drawing from flat examples.	Freehand drawing from models.	Perspective Candidates will be required to show a knowledge of the use of vanishing and measuring points used in horizontal planes, and represent simple solids or objects on the ground plane in any position,
7 Chemistry	Elementary and compound matter. Illustrations of combination and decomposition in such bodies as hydrochloric acid, water, oxide of mercury, and rust of iron.	Preparation and properties of the common gases, such as oxygen, hydrogen, and nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both. The air-food of plants.	The properties of carbon as found both in inorganic and organic bodies, with elementary knowledge of the constituents of food. Differences between metallic and non-metallic bodies. Combination by weight and volume. The use of symbols and chemical formulæ.
8 Physics: Light and Heat	General notions respecting the formation of shadows and the reflection of light, the formation of images by a looking-glass, the three modes in which heat may be conveyed from one place to another, effects of heat, expansion, melting, boiling, and evaporation.	Refraction of light, appearance of objects under water, separation of white light into its components by a prism, explanation of the thermometer. The disappearance of heat in the melting of solids, and the boiling of liquids.	Rudimentary explanation of the camera obscura, burning glass, magnifying glass, microscope, and telescope. Illustration of the differense of the specific heat of bodies. The causes of cloud, rain, and dew.
9 Physics: Magnetism, Electricity.	Attraction, repulsion, and polarity as illustrated by the magnet, terrestrial magnetism, and the mariner's compass.	Attraction of light bodies by rubbed sealing-wax and glass. Experimental proof that there are two forms of electricity—attraction and repulsion. Gold leaf electroscope.	Construction of electrophorus, electrical machine, and Leyden jar; construction of a common battery; explanation of a thunderstorm. Action of a current on the magnet.

APPENDIX D.—*continued.*

——	Stage I.	Stage II.	Stage III.
10 Sanitation	Chapters I. to VI., inclusive, of "The Way to Health," published by the Christian Vernacular Educational Society, and general questions.	The whole book and general questions.	—
11 Agriculture	Chapters I. to IV., inclusive of the Departmental Primer.	Chapters I. to VII, inclusive, of the same book.	The whole book, with questions from any standard work.
12 Domestic Economy (for Girls only).	Keely's Advanced Text Book of Domestic Economy, pages 1 to 51, and general questions.	Keely's Advanced Text Book of Domestic Economy, pages 1 to 115, and general questions.	Keely's Advanced Text Book of Domestic Economy, the whole book, and general questions.
13 Bookkeeping	Explanation of ordinary commercial terms:—(1) From a given set of simple transactions to show how to keep a cash book, purchasers' book, sales book; (2) Double entry, its meaning and advantages; (3) Explanation of personal and other accounts.	(1) Bills of exchange, bills receivable book, bills payable book; (2) the Journal; its intention and uses; (3) from a given set of transactions to show the method of keeping a record of simple commercial transactions by double entry, with illustrations of necessary ledger accounts.	(1) Bad debts, consignments, discounts; (2) the Journal: its relations to other books, journalizing; (3) from a given set of transactions to (*a*) construct a journal; (*b*) post this into ledger; (*c*) to arrange a trial balance; (*d*) to close ledger by preparing profit and loss account and balance sheet.
14 Pali	Declensions of nouns; conjugations of verbs; Balawatara: combinations and nouns (sandhi and nama). Rasawahini or Dampiyatuwawa: first ten stories. Translation into Pali of simple sentences containing two or three words.	Balawatara: compounds (samasa). The nominal derivatives (taddhita). Verbs, nouns, and adjectives; subject and object. Dampiyatuwawa, Part II. Translation of simple sentences into Pali.	Balawatara, the whole book. Translation from a moderately difficult Pali book, such as Mahabodhivansa. Translation of more difficult sentences into Pali.
15 Sanskrit	Combination of letters and declensions of nouns. Translation of words and sentences from a Sanskrit First Book, such as Padamanjariya.	Agreement between the subject and the verb and the noun and adjective; compounds. Hitopadesa, Book I. Translation of simple sentences into Sanskrit.	Conjugation of verbs. The nominal and verbal derivatives (taddhita and krudanta). Hitopadesa, Books II. and III. Translation of longer sentences into Sanskrit.
16 Mensuration	Triangles and parallelograms.	As for Stage I., and the circle.	As for Stage II., and the parallelopiped sphere, right coned and cylinder.
17 French or German	Grammar, to the end of regular verbs. Ten pages of an easy reading book.	Grammar, to the end of irregular verbs and translation into English of easy narrative sentences. Ten pages of a French or German reading book approved by the Department.	Grammar and knowledge of some easy French or German book approved by the Department. Translation of more difficult sentences.
18 Shorthand	To write from slow dictation (at the rate of at least 30 words a minute) a passage from a Second Reader not used in the school, or from some book of equal difficulty, and also some separate words and short phrases. The shorthand notes to be transcribed after an interval of at least two hours.	As for Stage I., but dictation to be at the rate of at least 40 words a minute from a Fourth or Fifth Reader not used in the school, or from some book of equal difficulty.	As for Stage II., but dictation to be at the rate of at least 60 words a minute from any ordinary book or newspaper. Accuracy will be specially considered through the stages, and the shorthand characters and outlines must be clearly and correctly formed.
19 English Literature	Goldsmith's Deserted Village and the Vicar of Wakefield.	Scott's Lay of the Last Minstrel, Cantos I., II., and III., and twenty essays from Addison's Spectator.	Tennyson's Enoch Arden and Macaulay's Essay on Lord Clive.

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THE SYSTEM OF EDUCATION IN MALTA.*

INTRODUCTION.

The Island of Malta, with an area of 91 square miles and a civil population of 157,736 persons, and the sister Island of Gozo, with an area of 24¾ square miles and a civil population of 20,009, are both well provided with the means of education, every town and village of any importance having separate elementary schools for boys and girls.

In Malta there are 29 elementary day schools for boys, 30 for girls (including 14, to which are attached special mixed infant classes) and four for infants, 25 night schools, a technical and manual school, a secondary school for girls, a Lyceum and a University.

In Gozo there are nine elementary day schools for boys, the same number for girls, one infant school, five night schools, and a secondary school for boys.

The above educational establishments form the Education Department in the Maltese Islands.

The number of students and scholars attending those institutions at the end of 1897 was as follows:—

University.	Lyceum.	Secondary Schools.		Technical.	TOTAL.
		Girls.	Boys.		
155	438	120	37	18	768

PRIMARY SCHOOLS.

———		Boys.	Girls.	Infants.	TOTAL.
Day Schools	Number on the Rolls	5,645	6,108	921	12,674
	Average Attendance	4,532	4,603	806	9,941
Night Schools	Number on the Rolls	2,087	-	-	2,087
	Average Attendance	1,470	-	-	1,470

The expense of maintaining the Education Department is borne mainly by Government and was as follows for 1897.

———	Expenditure.	Revenue.	Sum provided by Government.
	£.	£.	£.
University	3,509	465	3,044
Lyceum	2,381	222	2,159
Secondary Schools	563	228	335
Technical School	470	110	360
Primary Schools	10,721	-	10,721
TOTAL - - - £.	17,644	1,025	16,619

* This report was prepared in 1898. Information about recent importan changes in education in Malta and the statistics for 1899 are given in the Supplementary Notes.

Besides Government institutions mentioned above, there are 69 private schools attended on an average by about 3,000 boys and girls.

Of these 69 private schools, 22 are schools or colleges under the direction of members of religious orders, the rest are conducted by private individuals; two are seminaries chiefly engaged in the preparation of candidates for the ministry.

I. Primary Education.

Census of 1891.

In the year 1891, when the last census of the Maltese Islands was taken, there were 37,000 children of school age, above three and under 15, of whom about 11,000 attended Government schools and 2,400 attended other schools. From these numbers it appears that only 35 per cent. of the children of school age were receiving education in Government or other schools in that year.

Although no reliable returns have been published since the above-mentioned date, it may be safely stated that the percentage now is much about the same as it was then.

Elementary education has always been entirely voluntary.

There were on the 1st January 1898 upwards of 6,000 children seeking admission into the Government primary schools for whom no accommodation was available. Although several large and commodious schools have lately been built by Government, and others are in contemplation, yet for some time to come it will not be possible for the Government to provide sufficient school accommodation for the ever increasing wants of the population.

The first step towards the establishment of a system of elementary education in Malta may be said to have been taken by the Royal Commissioners of Enquiry in 1838.

Report of Royal Commissioners in 1838.

The Royal Commissioners, Sir George Cornwall Lewis and Mr. Austin, found in 1838 that only three elementary schools were supported by the Government, one at Valletta, one at Senglea, and one at Gozo; and that the schools of Valletta and Senglea were attended by about 728 children. The attendance at Gozo was said to be "inconsiderable." "The school at Valletta cost 250*l.* per annum; that at Senglea, 100*l.*; and that at Gozo, 50*l.* Thus the total amount expended on the maintenance of public elementary education was 400*l.* per year."

The Royal Commissioners recommended "that Government should establish and support in Malta and Gozo such an additional number of elementary schools as, along with those already existing, might provide elementary instruction for the whole of the population.

This proposal necessitated ten schools in all, each to consist of two divisions, one for boys and one for girls.

The cost of the proposed establishment was estimated at 850*l.* per annum.

No school fees were to be exacted.

Administration.

The rector of the University was then charged with the control of the primary schools.

In 1844 the Government separated the administration of elementary schools from that of the University and established the office of Director of Primary Schools.

In 1850 the Very Rev. Canon Pullicino, D.D., was appointed Director of Primary Schools, which office he held till 1880.

In that year all the public schools in Malta and Gozo were reunited, and the management of the entire Education Department was entrusted to a Director of Education. This arrangement continued to the end of 1897, when the direction of primary schools was again committed to the charge of an independent officer.

In 1850 there were 24 Government primary schools in Malta and four in Gozo, besides a night school for artisans at Zabbar, and an industrial school for orphans at Floriana—30 schools in all.

It was estimated that one-sixtieth of the entire population attended the Government primary schools, and that probably another sixtieth attended private schools.

In 1878 the late Sir (then Mr.) Patrick Joseph Keenan, Royal Commissioner, who made a full inquiry into the system of education in the Maltese Islands, found 63 primary schools in Malta and 16 in Gozo, attended by 7,746 children; there were also about 100 private schools attended by nearly 2,000 pupils.*

Teaching Staff.

The primary school staff consists of 38 masters, 44 mistresses, 69 assistant masters, 122 assistant mistresses, 51 monitors and 91 monitresses.

Six of the masters have had a two years' training in Hammersmith Training College, and an equal number of mistresses have had a like training in Liverpool or Wandsworth. The Government contemplate sending other young men and women to England to undergo a two years' training previous to placing them in charge of schools.

Monitors and monitresses are as a rule taken from the best boys and girls of the highest classes in the schools. In course of time they are promoted to the class of assistants, and may become head teachers.

Three times a week monitors and assistant teachers receive lessons of an hour's duration from the head teachers in whose school they are employed.

On Saturday mornings they meet for three hours at a centre in Valletta—a primary school—where they collectively receive instruction in English, Italian, Arithmetic, Geography, English History, and the general principles of school management, by a staff of 13 specially appointed teachers, male and female.

An annual examination is held at the training school, upon the result of which the promotion of assistant teachers from one class to another partly depends.

Vacancies among head teachers have been filled for the last ten years by competitive examination limited to the assistants of the 1st class in the primary school.

Salaries.

Head masters' salaries range between 50*l.* and 90*l.* per annum; one, the head master of the boys' model school, receives 100*l.*; the

* Sir Patrick Joseph Keenan's Report can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London S.W.

head mistresses' salaries range from 40*l.* to 80*l.*; the head mistress of the girls' model school, receives 100*l.*

Most of the teachers also receive other special remuneration for lessons given at the night schools and for instruction in Drill and Calisthenics.

Assistant teachers are remunerated according to class. There are three classes, besides the class of monitors.

Assistants of Class III. are paid from 10*l.* to 14*l.*; those of Class II. from 15*l.* to 21*l.*; those of Class I. from 22*l.* to 30*l.*; two assistant masters receive 36*l.* per annum. Those rates refer to men; women's remuneration is a few pounds less.

In addition to the sums mentioned above, assistants of each class are paid result fees, which do not exceed the sum of 6*l.* in the case of males and 5*l.* in the case of females.

The result fees are not paid on individual passes but on the general condition of the class.

Monitors receive from 6*l.* to 9*l.*, and monitresses from 5*l.* to 8*l.* per annum.

Pensions are granted only to head teachers, who may be superannuated on attaining the age of sixty.

School Organisation.

Attendance at school is altogether voluntary.

The school programmes are drawn up for a preparatory class, and five other classes, three of which are divided into an inferior section and a superior section.

In only five girls' schools, however, is there a fifth class; in no school do boys reach a higher class than the fourth; and the majority of country schools have no class higher than the third.

Subjects of Instruction.

The subjects of instruction are Maltese, English and Italian, Reading and Spelling, Writing, Arithmetic, Geography, Grammar, Religious Doctrine, Drawing in the urban schools, Sewing and Calisthenics for girls, Drill for boys.

Manual training is limited to the teaching of modelling in clay and wood-carving in two town day schools.

Formerly three professional gentlemen were entrusted with the teaching of music. At present the subject is not taught systematically, and singing is only practised occasionally in a very limited number of schools, mostly for infants.

Freehand drawing is taught as an extra subject in the upper classes of urban day schools and ornamental drawing is taught in four night schools, attended chiefly by artisans.

Drill and Calisthenic exercises are taught by the head teachers or their assistants three times a week in all town schools, boys and girls, and in the more important village schools.

Cookery and Domestic Economy have not been taught hitherto.

Religious Instruction.

The Catechism of the Roman Catholic Church is taught throughout the primary schools, one half-hour daily, in all classes by the ordinary teachers and assistants as part of the ordinary school work.

Night Schools.

As stated above, there are 26 night schools in Malta and five in Gozo. These are open five times a week from the beginning of October to the end of May.

The night schools are attended by 1,404 young men, who, being mostly illiterate, desire to acquire the ability to read, write, and cast up simple accounts.

The teachers of the night schools are those engaged in the day schools.

Inspection. During the last 17 years the day schools have been examined annually by the inspector of primary schools.

But the inspection was chiefly carried out by the Director of Education.

Besides the annual examination and inspection, visits without notice were made occasionally by the Director of Education and by the inspector.

For the better supervision of elementary schools it is now contemplated to appoint, besides a director, two inspectors and an inspectress.

Night schools are not subject to a rigid examination; they are inspected periodically, and like the day schools are visited from time to time without notice.

The language difficulty. Progress in primary education in Malta has been much retarded by the system that has hitherto prevailed of attempting to teach English and Italian, two foreign languages, besides Maltese, to young children, the majority of whom are withdrawn from school before they reach a class corresponding to a Fourth Standard under the English Code.

This difficulty is chiefly due to the fact that the Maltese language, a Semitic dialect intermixed with some thousands of words of Aryan origin, mostly in the Italian form, is the only language spoken or understood by a large majority of the Maltese population. Italian and English, although taught in schools, are seldom used in family conversation.

"Education not being compulsory, a very large number of children in the lower classes are withdrawn from school before they have acquired a degree of knowledge of Italian or English sufficient to enable them to make any practical use of the limited instruction which they have received in those languages."

The time spent, therefore, in the mechanical reading of English and Italian, and learning a limited vocabulary, is in most schools simply lost.

The system of teaching English and Italian in the primary schools was first proposed in 1838, by the Royal Commissioners, who recommended "that as soon as a child attending a Government school should have learned to read in Maltese he should learn to read and write Italian through the medium of the former language; and that as soon as the child could read and write Italian he should learn to read and speak English, if the time allotted to his schooling would enable him to do so."

This system was strictly adhered to by the late Canon Pullicino. It was only in 1880, when Mr. Savona assumed the Directorship of Education, that a new departure was made by changing the relative position of the two languages in the primary school curriculum.

Under the altered system, the study of English was begun as soon as the children learned to read Maltese, and that of Italian was limited to the higher classes.

In 1888 there was a reversion to the system of preferring Italian to English as the first foreign language taught to Maltese children. Italian reading was taught at the same time as Maltese, and English was taken up two or three years later.

So far, the results have not been considered as satisfactory. It is now contemplated to teach Maltese only, during the first two years of the elementary school course, and then allow parents to decide whether their children shall learn English or Italian.*

Discipline. Discipline is maintained without corporal punishment, which is never resorted to, being strictly forbidden.

Children guilty of offences against discipline are punished by reprimands, detention, temporary removal from class or school, and, in extreme cases, by dismissal.

Fees. Elementary education is entirely free; the expenditure is borne wholly by Government.

In 1897 the expenditure amounted to 1*l*. 1*s*. 7*d*. per scholar in average attendance; including the night schools, it was nearly 18*s*. 8½*d*.

II. SECONDARY EDUCATION.

Girls' School at Valletta. The secondary school for girls is situated in Valletta.

There are six classes in this school, which is attended on an average by 120 pupils.

The subjects of instruction are religious knowledge, the English, Italian and French languages, arithmetic, geography, English history, writing, drawing, plain and fancy needle-work, and music.

The teaching staff consists of a head mistress and seven assistants. There are besides four visiting teachers and one professor, who teach languages, drawing and music in the higher classes.

The girls attending this school pay a fee of 5*s*. per month; they also provide their own books and necessary material.

As the fees paid are not sufficient to cover the expenses of the school, the deficiency is met by a Government grant.

Boys' School at Gozo. The secondary school for boys is at Victoria, Gozo. It is divided into two classes.

The course of instruction extends over four years, two in the lower class and two in the higher, and embraces English, Italian, Latin, religious doctrine and writing in both classes; arithmetic, geography, and English history in the lower classes, and algebra and geometry in the higher. The teaching staff consists of one teacher of Latin and religious knowledge, one of English history and geography; one of Italian and writing; and one of arithmetic and mathematics.

* *See also* Supplementary Notes (4).

Examinations for admission are held every two years. Candidates are generally lads who have completed the primary school course.

The school is maintained wholly at Government expense, on an average at an annual cost of 5*l.* per pupil.

The Lyceum is situated in Valletta. It includes (a) a preparatory school of three classes, each divided into two sections; (b) a classical department of three classes, attended by youths intending to enter the University and follow a professional career; and (c) a modern department of three classes, in which students are prepared for the Civil Service, the Army and Navy, Commerce, the Scholastic Profession, Civil Engineering and Architecture. The Lyceum.

The Lyceum course extends over six years, three years in the preparatory school, and three years in the classical or modern department.

The subjects of instruction are partly obligatory and partly optional.

In the classical department the following subjects are taught:—

Latin, English, Italian, History and Geography (including Physiography), Arithmetic, Algebra and Geometry, the Elements of Natural Philosophy, Writing, and Religious Knowledge.

The subjects taught in the modern department are:—Obligatory—English, Italian, French, History and Geography (including Physiography), Arithmetic and Mensuration, Algebra and Geometry, the Elements of Physical Science, Writing, Religious Doctrine. Optional—Book-keeping, Phonography, Arabic, and Drawing.

Besides the above classes there is annexed to the Lyceum a class of Civil Engineering and Architecture, in which the course of studies extends over three years.

There were formerly special courses of Marine Engineering and Navigation for candidates for the warrant of engineering, or master or mate; but they have lately been discontinued.

Candidates, however, for the above warrants are still examined by two special boards under a local ordinance embodying the regulations issued by the Board of Trade.

There is also attached to the Lyceum a night school of drawing.

Any of the classes of the optional subjects may be attended by persons who are not regular pupils of the Lyceum, and artizans are also admitted to the night drawing class.

The teaching staff comprises one professor and four teachers of English; one professor and four teachers of Italian; one professor and two teachers of Latin; one teacher of French; one teacher of Arabic; one teacher of Religious Knowledge; one teacher of Geometry and Mechanics; one teacher of Land-Surveying and Mathematics; one teacher of Arithmetic and Book-keeping; one teacher of Arithmetic and Mathematics; one teacher of Art Drawing; one teacher of Architectural, Topographical and Industrial Drawing; one teacher of Geography; one teacher of Shorthand; and one teacher of Writing.

The salary of a teacher in the Lyceum is, as a rule, 120*l.* per annum, with an increase of 20*l.* after 20 years' service.

Examinations for admission to the Lyceum are held twice a year during the summer vacation, one about the end of July and the other at the end of September.

Boys above 13 years of age are not admitted to the lowest class.

Promotion from one class to another takes place after the annual examinations which are held in July.

Two terminal examinations are held, one at Christmas and the other at Easter.

Prizes are awarded to the students who obtain the highest number of marks in the subjects of examination.

Silver medals are also awarded for daily diligence and good conduct.

Punishments consist of reprimands, suspension from one or more classes, fines ranging from 6*d.* to 5*s.*, and dismissal from the Lyceum.

The Lyceum fee is 4*s.* per quarter per student.

Every student provides his own books, &c.; but with these exceptions the expense of maintaining the establishment is borne by Government.

III. University Education.

The University of Malta was established by Grand Master Pinto in the year 1769, in the extensive buildings erected by the Jesuits, who had conducted a college in the same during the preceding 167 years.

The three faculties of Theology, Law, and Medicine, obtained official sanction as far back the year 1771.

In the year 1834, Sir Frederick Ponsonby, then governor of Malta, proposed the constitution of the University on a basis of four faculties, viz.: Philosophy and Arts, Theology, Law and Medicine; and in December 1838 the fundamental statute was promulgated.

Several changes were from time to time effected in the statute up to 1887, when it was repealed and a new one drawn up.

Under the statute of 1887 the general control and management of the University was entrusted, subject to the governor, to a senate consisting of a chancellor, a vice-chancellor, four official members, elected one by each faculty, and six unofficial members, nominated in the first instance by the head of the Government.

The senate was abolished in 1897.

A new statute was promulgated in 1898, in virtue of which the University has been placed under the management of a rector assisted by a general council, consisting of a member of the Government as president and twelve members elected for three years, three by each of the four faculties of arts and sciences, medicine and surgery, law and theology, chosen from among their own members.

Each faculty has, besides, a special council attached to it, composed of the rector as president, and the professors and the examiners in the faculty

The course of studies pursued in the faculty of Arts and Sciences extends over three years; the courses pursued in the faculties of Medicine and Surgery, Law, and Theology extend over four years.

Italian may be said to be the language of the University, as the only lectures delivered in English are those in English literature and mathematics.

Admissions to each faculty take place every three years.

A matriculation examination for admission into the faculty of Arts and Sciences has hitherto been held every three years.

The Statute of 1898 provides for a yearly Matriculation examination, although the course of studies will continue as they are —to commence every third year—for some time to come.

The subjects of the Matriculation examination will henceforward be Latin, English, Italian, arithmetic, mathematics, the elements of physics, history or geography, and Religious Knowledge.

A detailed syllabus of those subjects will be issued 10 months before the date fixed for the examination.

Any person who produces a satisfactory certificate of good moral character and pays the registration fees may present himself for the matriculation examination.

To pass the examination, candidates must obtain 35 per cent. of the marks assigned to each subject.

Candidates who fail to obtain the minimum of marks, however, may present themselves after an interval of three months to be re-examined in the subjects in which they were rejected.

Certificates of honour are awarded to candidates who obtain 60 per cent. of the gross total of marks assigned to all the subjects of the examination.

Two exhibitions, to the value of 20*l.* and 10*l.* respectively, tenable for one year, are awarded to the two candidates who obtain the highest number of marks and a certificate of honour.

In December 1897, the University was attended by 155 students, distributed as follows:—

Faculty of Arts and Sciences - - -	56
Faculty of Medicine and Surgery - -	37
Faculty of Law - - - - - - -	45
Faculty of Theology - - - - -	17

The professional staff of the University consists of eight professors in the faculty of Arts and Sciences, six in the faculty of Medicine and Surgery, three in the faculty of Law, and two in the faculty of Theology.

There are two academical courses in the faculty of Arts and Sciences, one for students of literature, and the other for students of science, besides a course preparatory to the faculties of Medicine and Surgery, Law, and Theology.

The subjects of the triennial course of literature are Latin, English and Italian literatures, history, and mental and moral philosophy; those of the course of sciences are English and

Italian literatures, mathematics, mechanics, physics, chemistry, natural history, and mental and moral philosophy.

Most of the subjects in the course of literature are obligatory for students preparing for admission into the faculties of Law and Theology. Students are moreover required to attend a course of political economy.

Students preparing for admission into the faculty of Medicine and Surgery are obliged to study most of the subjects in the course of science.

The branches of study in the course of Medicine comprise descriptive anatomy, histology, physiology, materia medica, pathological anatomy, pathology, therapeutics, surgery, midwifery, gynæcology, hygiene and medical jurisprudence.

The curriculum of studies in the faculty of Law includes civil, commercial and criminal law, Roman law, law of nature, constitutional and international law, canon law, procedure, and the history of legislation in England and Malta.

The studies in the course of Theology embrace dogmatic and moral theology.

Examinations in the four faculties are held annually.

To be approved in any subject, a student in the faculty of Arts and Sciences must obtain not less than 40 per cent. of the marks assigned to that subject; a student in the other faculties must obtain 50 per cent. of the marks assigned to the papers of the written examination.

Students in the faculty of Arts and Sciences failing to pass in the annual examinations may present themselves, after an interval of about three months, for re-examination in the subjects in which they failed to qualify; students in the other faculties, who are rejected, may present themselves in two supplementary examinations at intervals of about three months for re-examination in the subjects in which they were rejected.

The degree of B.A. and M.A. have hitherto been conferred on students in the faculty of Arts and Sciences who obtained 50 per cent. or 60 per cent. respectively of the gross total of marks assigned at the annual examinations, provided they passed without failure in all the subjects of the third year examination.

But under the new statute the degrees of B.Lit., or B.Sc., will be conferred upon students who, following either of the academical courses in the faculty of Arts and Sciences, shall obtain at least 65 per cent. of the gross total of the marks assigned to all the subjects of the triennial course, provided they pass without failure in all the subjects of the third year.

The degree of D.Lit., or D.Sc., will be conferred on persons who, having held, for two years, the degree of B.Lit., or B.Sc., respectively, shall submit to, and sustain before, the faculty an original thesis on a literary or artistic subject; and besides, pass an oral examination in one of the literatures or sciences taught in the University.

Students having completed their studies in an accredited university out of Malta may be admitted to undergo the three examinations for the degree of B.Lit., or B.Sc., on their producing

satisfactory certificates of having studied the subjects of the examination and paying a registration fee of 12*l*.

The degrees of M.D., LL.D., and D.D. are conferred on students who pass all the examinations of their respective faculties, held during the four years of the academical courses.

Students who complete their studies in accredited universities or colleges out of the Maltese Islands may be admitted to undergo the examinations in the subjects of the four years' academical courses for the degrees of M.D., LL.D., and D.D., on producing certificates of having studied all the subjects of the respective courses, and on paying a registration fee of 12*l*.

Candidates for the degree of D.D. pay a registration fee of 6*l*.

IV. Technical Education.

A technical and manual school was opened at Valletta in 1893. It is divided into two sections and attended by 18 students between the ages of 14 and 20, who are instructed in modelling in clay, stucco work, plaster-casting, wood and stone carving in one section, and inlaid work and cabinet-making in the other.

Technical and Manual Schools.

Pupils are admitted without paying any premium after passing an examination in drawing.

The articles made in the school are sold and the apprentices are paid a percentage of the profits.

The teaching staff consists of a master and an assistant.

There is also a technical school attached to the railway department, wherein apprentices receive practical instruction in fitter's work.

Commercial instruction is imparted in the commercial section of the modern department in the Lyceum. It includes English, Italian and French grammar and composition, besides Arabic, history and geography, writing, drawing, shorthand, commercial arithmetic, and book-keeping.

Practical instruction in gardening is given at the Botanic Gardens annexed to the University.

A limited number of apprentices go through a four years' course and are paid a small remuneration for work done during their apprenticeship. Apprentices are admitted on passing an examination in elementary subjects.

V. Special Schools.

There is no provision made for the education of the deaf and dumb, the blind, or defective children; neither are meals provided for needy children; but the Government supports an orphan asylum for boys and girls at Valletta, whilst several other charitable institutions are supported by the Church and by the voluntary contributions of the benevolent.

N. Tagliaferro,

Director of Education.

SUPPLEMENTARY NOTES.

(1.) University Education.

The following are extracts from *Papers relating to University Education of Roman Catholics in certain Colonies.* (Colonial Office Return, 1900. Cd. 115.)

"It appears that 99 per cent. of the people of these Islands are Roman Catholics, and that the instruction imparted in the University and in all Government Educational Institutions in this Colony is based on Roman Catholic principles."

"The University of Malta, to which a Lyceum is attached, originally belonged to the Society of Jesus, who used it as a residence for the members thereof, and as a college for the education of young men. In 1769, after the suppression of that Society in these Islands, the Government of the Knights of St. John was authorised by the Holy See to take possession of their property, and Grand Master Pinto founded a University, and endowed it with the rents accruing from landed estate, which devolved to the Crown on the annexation of Malta. Such rents amounted then to £620, and have since increased to £1,239. This sum, and the fees paid by students for instruction and examination, amounting to about £235 a year, are applied towards the expenditure on University Education."

"The number of persons receiving University education is at present [in 1899] 79, or ·05 per cent. of the Roman Catholic population. The average number of persons educated in the University annually during the last ten years was 114, or ·07 per cent. of the population."

"There is no direct connection between the Roman Catholic Episcopate and the University authorities, but the wishes of His Grace the Archbishop of Rhodes, Bishop of Malta, are met to the extent that changes contemplated in the curriculum of the Faculty of Theology are submitted to him for approval before their adoption; and the Professors occupying chairs in that Faculty, as well as the Examiners, are appointed by the Governor of Malta after communicating with His Grace with a view of ascertaining that the Bishop has no good ground for objecting to the appointments."

In the Report for 1899 (presented to Parliament, September, 1900) it is stated that the University was attended during the year 1898-9 by 97 students, distributed as follows:—

Faculty of Literature and Science	20
,, ,, Medicine	17
,, ,, Law	8
,, ,, Theology	1
Course of Pharmacy	5
Course of Notarial Studies	4
Special Course of Veterinary Science	16
Special Course of Mathematics	5
Irregular Students in the Faculty of Theology	14
Irregular Students in the Faculty of Literature and Science	4
	97

The special courses in Veterinary Science and Mathematics have been just added to the University curriculum. A *vivâ voce* examination has been introduced into the matriculation test, and is regarded as "certain to be productive of much good, as it enables the examiners to propose a larger range of questions and to cover a wider field. It also ensures more attentive reading, more thorough preparation, and the exercise of other faculties besides the memory on the part of the candidates, of whom, in 1892, 21 qualified to enter the University." The latter has recently been recognised as a teaching body whose graduates are admissible to the final examinations held by the Conjoint Board of the College of Physicians and Surgeons in England, and by the Society of Apothecaries in London.

(2.) The Lyceum and Secondary Schools.

In the Report for 1899 (published September, 1900) it is stated that "the simplification of programmes of study of the Lyceum has brought the standard of work to a level more suitable to local requirements than it was hitherto." The Oxford University Local Examinations were held in Malta for the first time in 1899, and it is now under consideration whether the Lyceum programme should be remodelled in order to meet more nearly the requirements of the Oxford Local Examination Delegacy. The Lyceum was attended in 1899 by 393 students, as against 458 in 1899. Of these 316 were regular students receiving instruction in the obligatory subjects; 146 belonged to the higher course (91 classical and 55 modern), and 170 were in the lower course. Of the 77 students who attended voluntary classes, only 28 were artisans in the night drawing school. The class for marine engineering at the Lyceum has so far been successful. It was attended by 14 apprentices; 12 presented themselves for examination, and 8 passed.

The secondary school for boys at Gozo is stated to have improved since 1898. The young ladies' secondary school in Valletta was attended by 96 students in 1899, as against 108 in 1898. "The appointment of a trained and experienced English teacher as headmistress in the young ladies' secondary school is a step that is expected to raise the standard and improve the attendance of the school."

(3.) Elementary Education in 1898–99.

The following particulars concerning Elementary Education in Malta in 1898 are quoted from the Annual Colonial Reports on Malta, No. 270, C. 9498-4 and No. 295, Cd. 354-1, published in September 1899 and 1900:—

Elementary Schools.

The elementary schools, formerly called primary schools, together with the Girls' Secondary Schools in Valletta and the Boys' Secondary School in Gozo, had formed a separate Department up to 1879, when, on the recommendation of the Royal

Commissioner, the late Sir Patrick Keenan, K.C.B., they were merged into the Education Department. But it having lately been established that the elementary schools, numerous as they had grown to be, were suffering from a lack of supervision, the Government found it advisable in 1898 to recognize elementary education as a distinct Department, under a separate responsible head, leaving, however, the other schools of secondary instruction under the control of the Rector of the University.

In taking that decisive step the Government was guided by independent expert opinion, and carried into effect the strong recommendations of the Select Committee which the Legislative Council had appointed in 1897 to inquire into and report upon the re-organization of the Education Department, and on any reforms that might be introduced for the better working of that Department.

The intricate question of education in Malta was thoroughly studied in all its bearings, and it was conclusively proved that the hitherto prevailing system of elementary instruction had failed to attain the object in view, especially in the attempt made to teach, simultaneously, English and Italian to Maltese pupils at a very tender age, both those languages being widely different from, and equally foreign to, their own native tongue.

The objectionable practice of calling upon the various teachers to help in conducting the annual examinations was done away with, it having been found that the schools were suffering considerably from the baneful effects of cramming, thereby failing in the real ends of a sound education. That unsatisfactory condition has now been remedied by salutary reforms introduced in the new regulations issued with a view to place elementary education on a sounder basis. Under these regulations Maltese only is now being taught in the inferior standards, whilst in the next two, only one language, either English or Italian, at the choice of the parents or guardians of the pupils, is to be allowed. It is satisfactory to note that in the classes where it has been considered advisable to introduce this salutary reform, 95 per cent. of the pupils attending have chosen English as their primary language of education, an evident proof that this system has met the real wants of the people.

In the Report for 1899 (published September, 1900), it is stated that " the radical changes introduced into the curriculum of the elementary schools . . . . have already been productive of beneficial results, and the efficiency of the teaching has materially improved. The annual examinations carried out by the Inspector and the Inspecting Staff clearly showed, by the generally satisfactory results obtained, that the teachers had, as a rule, done their best to perform the new task imposed upon them which was harder than in the previous years. The number of passes was, under the circumstances,

lower, the average having been 85·9 as against 86·0 per cent. in the preceding year, as the examinations were carried out in as searching a manner possible with a view to guard against cramming, from which the instruction in the elementary schools is known to have suffered so much under the former system."

The excellent practice of extending to teachers in the elementary schools the benefit of a regular course of training in England was revived in 1898 by sending two male and two female students to English Catholic training colleges, and it is to be hoped that this good work will, with the hearty and cordial support of the Council, be continued if possible on a larger scale, in order that the Government might be enabled to gradually fill up vacancies by accomplished teachers.

The number of elementary schools in 1898 was as follows:—

———	Malta.	Gozo.	Total.
Day Schools:—			
Boys	29	9	38
Girls	31	9	40
Infant	4	2	6
Mixed infants	14	–	14
Drawing (boys)	5	—	5
Drawing (girls)	4	—	4
Wood carving and Modelling	3	—	3
Sunday (secular instruction)	1	—	1
	91	20	111
Night Schools:—			
Elementary (boys)	25	5	30
Drawing (boys)	4	—	4
	29	5	34
Grand totals	120	25	145

The schools in 1898 were attended by 10,768 children, corresponding to 82·4 per cent. of the number on the roll on the 1st September 1897, which is the date of the beginning of the scholastic year in the elementary schools, and 62·1 per cent. of the number of boys attending the night schools.

The result of the annual examinations showed that the general average percentage of passes was 86·0, as against 91·7 in 1895-96 and 95·3 in 1896-97.

In 1899 the day classes were attended, on an average, by 13,028 children, and the night-schools by 2,082—a total of 15,110.

The number of children who left the schools during 1899 was 4,440, whilst 5,031 were admitted during the same period, leaving 6,591 still seeking admission, or 430 less than the number for whom no accommodation could be provided in 1898.

The new school at Musta, capable of accommodating 800 children, which was opened in August, 1898, has been found to answer all expectations, and it is hoped that the school in course of construction at Cospicua will likewise meet the long and greatly felt want in that populous centre. But these schools will not meet all the required school accommodation in the Island, and it is therefore to be regretted that the efforts of the Government to build new suitable schools in other important villages have not so far been successful.

The question, however, of the supply of school accommodation is a matter of great importance, and calls for all the more attention of those concerned because it is only on a prompt and satisfactory solution thereof that the Government can adequately meet the ever increasing demand for admission in the elementary schools.

The total expenditure in 1899 for elementary instruction was 14,636*l.* 4*s.* 9*d.*, or 19*s.* 4*d.* for each pupil attending the school.

Of the above total 11,971*l.* 11*s.* 3*d.* were personal emoluments, and 2,664*l.* 13*s.* 6*d.* other charges, including rent, minor works, and other expenses for the maintenance of the schools, but exclusive of the sums which have been laid out in connection with the building of new schools, or with any extensive and xtraordinary repairs in the existing ones.

(4.) Regulations as to the Use of the English Language in Malta.

The following extracts from official publications refer to the above subject.

Writing on December 29, 1898, to the Secretary of State for the Colonies, Governor Sir A. J. Lyon Fremantle observed as under: (See Return 287, 1899, Malta, Political Condition.)

The Government has with much difficulty got through Committee of Supply on the Estimates for the coming year, but the Council has only passed one-fourth of the money required for Education, viz., a vote on account for the first quarter of 1899, with the plainly expressed intention of retaining a free hand as to the recent educational reforms, and of passing in the interval an Ordinance rehabilitating the Italian language. The following table, however, shows very clearly that the parents of the poorer children are overwhelmingly in favour of the opposite (or Government) policy.

From the "DAILY MALTA CHRONICLE," December 24, 1898.

TABLE showing the NUMBER of GUARDIANS who have chosen ENGLISH or ITALIAN for their CHILDREN who are attending the SECOND CLASS INFERIOR SECTION, of the PUBLIC ELEMENTARY SCHOOLS.

School.	For English. Boys.	For English. Girls.	Total.	Percentage for English.	For Italian. Boys.	For Italian. Girls.	Total.	Percentage for Italian.
Valletta Model School.	78	61	139	92·6	4	7	11	7·4
Valletta Strada Zecca.	—	24	24	85·7	0	4	4	14·3
Floriana -	25	32	57	100	0	0	0	0·0
Vittoriosa, -	25	53	78	100	0	0	0	0·0
Cospicua -	40	42	82	98·8	1	0	1	1·2
Senglea - -	28	47	75	100	0	0	0	0·0
Sliema - -	59	47	106	96·3	1	3	4	3·7
Hamrun -	28	27	55	100	0	0	0	0·0
Misida - -	22	10	32	100	0	0	0	0·0
Notabile -	26*							
Zebbug - -	2	23	25	100	0	0	0	0·0
Siggieni -	13	15	28	96·5	1	0	1	3·5
Birchircara -	58*							
Lia - -	21	26	47	100	0	0	0	0·0
Musta - -	17	22	39	92·8	3	0	3	7·2
Gargur - -	0	9	9	100	0	0	0	0·0
Curmi - -	17	33	50	100	0	0	0	0·0
Luca - -	3	13	16	88·9	2	0	2	11·1
Tarxien -	30	26	56	100	0	0	0	0·0
Crendi - -	4*							
Gudia - -	0	7	7	100	0	0	0	0·0
Axiak - -	7	10	17	85	3	0	3	15
Gozo, Victoria	22	12	34	79	2	7	9	21

* No other returns have been received.

N.B.—Casals Dingli, Naxaro, Mellieha, Zurrico, Chircop, Micabiba, Zeitun, and Zabbar have sent no returns.

The Gozo villages have sent no returns.

The language question was discussed at a meeting of the Council of Government of Malta, April 6, 1899, in the course of which the Chief Secretary delivered a speech from which the following extracts are taken. (*See* Return 287, July 21, 1899, pp. 30 ff.)

A dozen years ago, Sir, I was, I admit, of opinion that the time had not yet come for the substitution of English for Italian in the courts, nor am I of opinion that it should take place now, but I rejoice that it is to take place some little more than a dozen years hence. The policy of the British Empire as a colonising power has not, as a rule, been to press the adoption of the English language until the same had been adopted by a very large section of the population. Ten years ago the number of educated people who spoke Italian rather than English was considerably more important than it is at present. The change within the course of these twelve years has been due in great measure to that admirable institution, known as the English College of St. Julian's. I was in my earliest days one of those who used the little influence in my power at the time to encourage the starting

of that college in these Islands. I was then confident that when the generation there educated would grow up among the manhood of this country, the day of the domination of the foreign Italian language as the language of education would be over. No one who is anxious that the people of this country, that the educated classes as well as the uneducated classes, should take their place as a European Colony in this great British Empire—need ever hesitate to declare his anxiety that we should henceforth be as thoroughly British as possible in speech and in thought as well as in fact. I regret that the hastening of that happy day should cause unnecessary anxiety or distress to that small privileged class whose position, prospects, and daily bread may seem to depend upon the anomalous supremacy of the Italian language in the Courts of Law. The supremacy of that language in the Courts of Law is logically inexcusable. The language of the people of this country is the Maltese, and the language of the Empire is English. The language of education in Malta for the last twenty years has been the English language. The language of *quasi* education has for about the same period been the Italian language. And if historically we go back to the arrival of the Knights of St. John, some three hundred years ago, we shall find that there was very little, if any, education in this country, and what there was in the way of education was based upon Latin as the language of education. It is positive that, when the Order of St. John became sovereign in Malta there were not three hundred persons in this Island who could speak any sort of Italian; and there were not ten who could ever speak a dialect of Italian which to-day would be intelligible in Rome. The official language of the Order composed of Knights of many languages was inevitably Latin, as may be seen from a perusal of the minutes of their Executive Council. The language of the early legislation of the Knights was also Latin. The language of our courts and of the deeds drawn up by our notaries was Latin. Latin was till recently the universal language of education. The people of this country by descent were no more Italian than the people of Great Britain. In fact, in my opinion, the Italian, and even the Latin races in general, are more foreign to the people of Malta than is the Maltese race to some important sections of the English race, I refer to the inhabitants of Cornwall, South Wales, Cumberland, and the Scotch Islands, where Phœnician Colonies were established. But the complaint against immigration into Malta of a small professional class from the neighbouring peninsular ought to have been made, not hundreds of years ago, but in the latter days of the last century, in the days of the decadence of the Order of St. John, when that Order allowed that magnificent patrimony of a Latin and universal education to be supplanted, not by the high sounding Italian of Rome or the pure tongue of Tuscany, but by a peculiar dialect of Sicily. It was then that a certain class of immigrants came here to oust the real Maltese from taking their legitimate place in the legal profession, that place which should have been protected in their interests by the promises of the Knights. We should be proud of such names as Sciberras and other real Maltese names. Was it right that real Maltese should he ousted by a small knot of immigrants who displaced the local language as well as the real language of education, Latin, and what was more unjust, the newcomers succeeded in passing laws to uphold a privileged position, which has since been maintained to the detriment of a vast majority of the ancient inhabitants of this country? I hope it will be recognised as an act of justice to the people of this country, that if a foreign language is to have a privileged position that language should be the language of the Empire—that great Anglo-Saxon tongue which already represents three-quarters of the correspondence that passes through the post offices of the whole world, that tongue which is rapidly being adopted from America to Japan, that tongue which every other nation already aspires to adopt when an additional language can be added to its educational system. Nevertheless, to-day some hon. members here present say that the people of Malta are against the steps taken to gradually establish the English language. I do not agree with this assumption. I am confident that the people as a whole (minus 2½ per cent. the minority that know Italian), I believe that the Maltese people are absolutely passive; because they understand that they must educate their children, that English will help them the better to earn their bread, and the people of Malta also know that it is ridiculous to attempt to compel the majority

of children to try simultaneously to learn two languages; and if the attempted compulsion is not ridiculous and impossible, the effect is so troublesome that human nature will not submit to the drudgery of learning what is not worth the time. It is the common opinion of at least 90 per cent. of the fathers of the children now in public schools that the time necessary to attempt to learn Italian is time wasted under the present conditions of the struggle for existence.

In a Despatch dated April 28, 1899, Mr. Chamberlain wrote as follows to Governor Sir F. W. Grenfell. (*See* Return 287, July 21, 1899, p. 33.)

I request that you will inform the Elected Members that I have read their protest, but that I am not prepared to reverse the policy embodied in the Order in Council which provides that in a British Colony legal proceedings to which Englishmen are parties shall not be conducted in a language they do not understand.

With regard to the announcement which has been made in the Proclamation of 22nd March that the English language will be substituted for the Italian as the language of the Courts of Law at the expiration of 15 years, you should inform the Elected Members I entirely dissent from the view that Her Majesty's Government have at any time given pledges that under any circumstances the Italian language would always be recognised as the official language in the Courts of Law; that after most careful consideration of the whole question I had come to the conclusion, in view of the spread of the English language, and the desire of the inhabitants of Malta to learn it and to have their children instructed in it, as shown by the education returns, that there is every reason to expect that in the near future the English language would be understood by a large and increasing majority of the population; that I was of opinion under these circumstances that the time had come for such an announcement to be published, it being, in my judgment, the duty of Her Majesty's Government to take care that those whose interests might be affected should know that the change was impending, and should have ample time to prepare themselves for it; you should add that it appeared to me that a period of 15 years was ample for such notice, and that I hope that when the time comes for giving effect to the change it will be carried out with the approval of the great majority of the inhabitants of the Island, and that in the meantime a dissolution of the Council or a plebiscite seems to me entirely unnecessary in respect of a change contemplated at so distant a date.

In the course of an answer in the House of Commons on December 10, 1900, Mr. Chamberlain (Secretary of State for the Colonies) said:—

At the expiration of 15 years from March 22, 1899, the English language will be substituted for Italian in the Courts, and it is believed that, as a very small proportion of the Maltese now understand Italian, and as, having been given the option of having Italian or English taught to their children in the public elementary schools, no less than from 85 to 100 per cent. of the parents and guardians in Malta and 79 per cent. in Gozo have decided in favour of English, it will be a great advantage and convenience to the majority of the population 14 years hence that this change should be made.

(5). Expenditure on University, Secondary, and Technical Education in 1899.*

The expenditure incurred in 1899 in respect to University, Secondary, and Technical Education, was as follows:—

	£	s.	d.
University	3,378	2	4
Matriculation Examinations	78	6	0
Lyceum	3,176	2	7
Secondary Schools (Malta and Gozo)	547	10	1
Technical and Manual School	199	1	4
Total	£7,379	2	4

* From the Annual Colonial Report on Malta, No. 295, Cd. 354-1 (1900).